

GLENCOE LANGUAGE ARTS

# SPELLING POWER

**GRADE 11**



New York, New York   Columbus, Ohio   Woodland Hills, California   Peoria, Illinois

## To the Student

This *Spelling Power* workbook provides the practice you need to improve your spelling and writing ability and to expand your vocabulary. Each spelling lesson focuses on a single spelling pattern or concept that applies to a list of words in a Word Bank. You then have several opportunities to practice what you've learned: writing the words, using them in sentences, recognizing and correcting them as you proofread, and applying the spelling pattern or concept to new words that follow the same pattern. If you have trouble with an exercise, you can always go back to the Word Bank and Key Concepts discussion, review the material, and then return to the exercise.

You can keep track of your own progress and achievement in spelling by using the Student Progress Chart, which appears on page v. With your teacher's help, you can score your work on any lesson, quiz, or test. After you know your score, use the Scoring Scale on pages vi–vii to figure your percentage. Then mark your score (or percentage correct) on the Student Progress Chart. Share your Progress Chart with your parents or guardians as your teacher directs.

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# CONTENTS

Student Progress Chart .....	v
Scoring Scale .....	vi
<b>Unit 1</b>	
Lesson 1: Double Consonants .....	1
Lesson 2: Silent Consonants .....	3
Lesson 3: Sounds of <i>c</i> and <i>g</i> .....	5
Lesson 4: Vowel Spellings .....	7
Review Lessons 1–4 .....	9
<b>Unit 2</b>	
Lesson 5: Diphthongs and Vowel + <i>r</i> Shifts .....	11
Lesson 6: Use of <i>ie</i> and <i>ei</i> .....	13
Lesson 7: Soft Final Syllables .....	15
Lesson 8: Plurals .....	17
Review Lessons 5–8 .....	19
<b>Unit 3</b>	
Lesson 9: Doubling the Final Consonant .....	21
Lesson 10: Suffixes and the Final <i>e</i> .....	23
Lesson 11: Suffixes and the Final <i>y</i> .....	25
Lesson 12: The Suffixes <i>-ance</i> , <i>-ence</i> , <i>-ant</i> , <i>-ent</i> .....	27
Review Lessons 9–12 .....	29
<b>Unit 4</b>	
Lesson 13: The Suffixes <i>-ize</i> , <i>ise</i> , <i>-yze</i> .....	31
Lesson 14: Words Borrowed from Other Languages .....	33
Lesson 15: Possessives .....	35
Lesson 16: Homonyms .....	37
Review Lessons 13–16 .....	39
<b>Unit 5</b>	
Lesson 17: Syllabication .....	41
Lesson 18: Spelling Through Word Analysis .....	43
Lesson 19: Prefixes with a Single Meaning .....	45
Lesson 20: Prefixes with More than One Meaning .....	47
Review Lessons 17–20 .....	49
<b>Unit 6</b>	
Lesson 21: Noun Suffixes .....	51
Lesson 22: Adjective Suffixes .....	53
Lesson 23: Verb Suffixes .....	55
Lesson 24: Adverb Suffixes .....	57
Review Lessons 21–24 .....	59



**Unit 7**

Lesson 25: Common Greek Word Roots ..... 61

Lesson 26: Common Latin Word Roots ..... 63

Lesson 27: The Word Roots *cede/ceed/ces* and *ceive/cept* ..... 65

Lesson 28: Compound Words ..... 67

Review Lessons 25–28 ..... 69

**Unit 8**

Lesson 29: Synonyms ..... 71

Lesson 30: Antonyms ..... 73

Lesson 31: Words Often Confused ..... 75

Lesson 32: Words Often Misspelled ..... 77

Review Lessons 29–32 ..... 79

# STUDENT PROGRESS CHART

Fill in the chart below with your scores, using the scoring scale on the next page.

Name: \_\_\_\_\_

	Lesson	Pretest	Oral Quiz	Unit Review
1				
2				
3				
4				
Review				
5				
6				
7				
8				
Review				
9				
10				
11				
12				
Review				
13				
14				
15				
16				
Review				
17				
18				
19				
20				
Review				
21				
22				
23				
24				
Review				
25				
26				
27				
28				
Review				
29				
30				
31				
32				
Review				

# SCORING SCALE

Use this scale to find your score. Line up the number of items with the number correct. For example, if 15 out of 16 items are correct, your score is 93.7 percent (see grayed area).

		Number Correct																			
Number of Items		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	1	100																			
	2	50	100																		
	3	33.3	66.7	100																	
	4	25	50	75	100																
	5	20	40	60	80	100															
	6	16.7	33.3	50	66.7	83.3	100														
	7	14.3	28.6	42.9	57.1	71.4	85.7	100													
	8	12.5	25	37.5	50	62.5	75	87.5	100												
	9	11.1	22.2	33.3	44.4	55.6	66.7	77.8	88.9	100											
	10	10	20	30	40	50	60	70	80	90	100										
	11	9.1	18.1	27.2	36.3	45.4	54.5	63.6	72.7	81.8	90.9	100									
	12	8.3	16.7	25	33.3	41.7	50	58.3	66.7	75	83.3	91.7	100								
	13	7.7	15.3	23.1	30.8	38.5	46.1	53.8	61.5	69.2	76.9	84.6	92.3	100							
	14	7.1	14.3	21.4	28.6	35.7	42.8	50	57.1	64.3	71.4	78.5	85.7	92.8	100						
	15	6.7	13.3	20	26.7	33.3	40	46.6	53.3	60	66.7	73.3	80	86.7	93.3	100					
	16	6.3	12.5	18.8	25	31.2	37.5	43.7	50	56.2	62.5	68.7	75	81.2	87.5	93.7	100				
	17	5.9	11.8	17.6	23.5	29.4	35.3	41.2	47	52.9	58.8	64.7	70.6	76.5	82.3	88.2	94.1	100			
	18	5.6	11.1	16.7	22.2	27.8	33.3	38.9	44.4	50	55.5	61.1	66.7	72.2	77.8	83.3	88.9	94.4	100		
	19	5.3	10.5	15.8	21.2	26.3	31.6	36.8	42.1	47.4	52.6	57.9	63.1	68.4	73.7	78.9	84.2	89.4	94.7	100	
	20	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	21	4.8	9.5	14.3	19	23.8	28.6	33.3	38.1	42.8	47.6	52.3	57.1	61.9	66.7	71.4	76.1	80.9	85.7	90.5	95.2
	22	4.5	9.1	13.7	18.2	22.7	27.3	31.8	36.4	40.9	45.4	50	54.5	59.1	63.6	68.1	72.7	77.2	81.8	86.4	90.9
	23	4.3	8.7	13.0	17.4	21.7	26.1	30.4	34.8	39.1	43.5	47.8	52.1	56.5	60.8	65.2	69.5	73.9	78.3	82.6	86.9
	24	4.7	8.3	12.5	16.7	20.8	25	29.2	33.3	37.5	41.7	45.8	50	54.2	58.3	62.5	66.7	70.8	75	79.1	83.3
	25	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60	64	68	72	76	80
	26	3.8	7.7	11.5	15.4	19.2	23.1	26.9	30.4	34.6	38.5	42.3	46.2	50	53.8	57.7	61.5	65.4	69.2	73.1	76.9
	27	3.7	7.4	11.1	14.8	18.5	22.2	25.9	29.6	33.3	37	40.7	44.4	48.1	51.9	55.6	59.2	63	66.7	70.4	74.1
	28	3.6	7.1	10.7	14.3	17.9	21.4	25	28.6	32.1	35.7	39.3	42.9	46.4	50	53.6	57.1	60.7	64.3	67.9	71.4
	29	3.4	6.9	10.3	13.8	17.2	20.7	24.1	27.6	31	34.5	37.9	41.4	44.8	48.3	51.7	55.2	58.6	62.1	65.5	69
	30	3.3	6.7	10	13.3	16.7	20	23.3	26.7	30	33.3	36.7	40	43.3	46.7	50	53.3	56.7	60	63.3	66.7
	31	3.2	6.5	9.7	13	16.1	19.3	22.3	25.8	29.0	32.2	35.4	38.7	41.9	45.1	48.3	51.6	54.8	58	61.2	64.5
	32	3.1	6.3	9.4	12.5	15.6	18.8	21.9	25	28.1	31.3	34.4	37.5	40.6	43.8	46.9	50	53.1	56.2	59.4	62.5
	33	3	6	9	12	15.1	18.1	21.2	24.2	27.2	30.3	33	36.3	39.3	42.4	45.4	48.4	51.5	54.5	57.5	60.6
	34	2.9	5.9	8.8	11.8	14.7	17.6	20.6	23.5	26.5	29.4	32.4	35.3	38.2	41.2	44.1	47.1	50	52.9	55.9	58.8
	35	2.9	5.7	8.6	11.4	14.3	17.1	20	22.9	25.7	28.6	31.4	34.3	37.1	40	42.9	45.7	48.6	51.4	54.3	57.1
	36	2.8	5.6	8.3	11.1	13.9	16.7	19.4	22.2	25	27.8	30.6	33.3	36.1	38.9	41.7	44.4	47.2	50	52.7	55.6
	37	2.7	5.4	8.1	10.8	13.5	17.1	18.9	21.6	24.3	27	29.7	32.4	35.1	37.8	40	43.2	45.9	48.6	51.4	54
	38	2.6	5.3	7.9	10.5	13.2	15.8	18.4	21.1	23.7	26.3	28.9	31.6	34.2	36.8	39.5	42.1	44.7	47.4	50	52.6
	39	2.6	5.3	7.7	10.3	12.8	15.4	17.9	20.5	23.1	25.6	28.2	30.8	33.3	35.9	38.5	41.0	43.6	46.2	48.7	51.3
	40	2.5	5	7.5	10	12.5	15	17.5	20	22.5	25	27.5	30	32.5	35	37.5	40	42.5	45	47.5	50



## Number Correct

Number of Items

	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
1																				
2																				
3																				
4																				
5																				
6																				
7																				
8																				
9																				
10																				
11																				
12																				
13																				
14																				
15																				
16																				
17																				
18																				
19																				
20																				
21	100																			
22	95.4	100																		
23	91.3	95.6	100																	
24	87.5	91.6	95.8	100																
25	84	88	92	96	100															
26	80.8	84.6	88.5	92.3	96.2	100														
27	77.8	81.5	85.2	88.9	92.6	96.3	100													
28	75	78.6	82.1	85.7	89.3	92.9	96.4	100												
29	72.4	75.9	79.3	82.8	86.2	89.7	93.1	96.6	100											
30	70	73.3	76.7	80	83.3	86.7	90	93.3	96.7	100										
31	67.7	70.9	74.2	77.4	80.6	83.9	87.1	90.3	93.5	96.7	100									
32	65.6	68.8	71.9	75	78.1	81.2	84.4	87.5	90.6	93.8	96.9	100								
33	63.6	66.7	69.7	72.7	75.8	78.8	81.8	84.8	87.8	90.9	93.9	96.9	100							
34	61.8	64.7	67.6	70.6	73.5	76.5	79.3	82.4	85.3	88.2	91.2	94.1	97.1	100						
35	60	62.9	65.7	68.9	71.4	74.3	77.1	80	82.9	85.7	88.6	91.4	94.3	97.1	100					
36	58.3	61.1	63.8	66.7	69.4	72.2	75	77.8	80.6	83.5	86.1	88.9	91.7	94.9	97.2	100				
37	56.8	59.5	62.2	64.9	67.6	70.3	72.9	75.7	78.4	81.1	83.8	86.5	89.2	91.9	94.6	97.3	100			
38	55.3	57.9	60.5	63.2	65.8	68.4	71.2	73.7	76.3	78.9	81.6	84.2	86.8	89.5	92.1	94.7	97.3	100		
39	53.8	56.4	58.9	61.5	64.1	66.7	69.2	71.8	74.4	76.9	79.5	82.1	84.6	87.2	89.7	92.3	94.9	97.4	100	
40	52.5	55	57.5	60	62.5	65	67.5	70	72.5	75	77.5	80	82.5	85	87.5	90	92.5	95	97.5	100





**Spelling Power****Lesson 1: Double Consonants****Word Bank**

access	affiliation	appropriate	classify	insufficient
mannequin	occur	permissible	recommend	symmetry

**Key Concepts**

Usually, sounding out a word is an aid to spelling it. In some words, however, a single consonant sound is spelled with double consonants. Such words are challenging to spell. You will need to study words with double consonants and visualize them spelled correctly.

1. Some two-syllable words have double consonants, as in *occur*.
2. Three-syllable words may be spelled with double consonants, as in *classify*, *mannequin*, *recommend*, and *symmetry*.
3. Some words of four or more syllables have double consonants, as in *affiliation*, *appropriate*, *insufficient*, and *permissible*.
4. Some words have more than one set of double consonants, as in *access*.

**Spelling Practice**

**Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.**

- |                                 |                                |                                  |
|---------------------------------|--------------------------------|----------------------------------|
| 1. permissible      affiliation | 5. manequinn      classify     | 8. insufficient      appropriate |
| _____                           | _____                          | _____                            |
| 2. apropiate      recommend     | 6. permisable      affiliation | 9. occur      insufficient       |
| _____                           | _____                          | _____                            |
| 3. symettry      mannequin      | 7. clasiffy      access        | 10. reccommend      occur        |
| _____                           | _____                          | _____                            |
| 4. acess      symmetry          |                                |                                  |
| _____                           |                                |                                  |

**Spelling in Context**

**In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.**

1. The customer wanted to write a check to pay for the bicycle, but his bank account contained insuficcient funds. \_\_\_\_\_
2. Excitement grew as the crowd realized that the solar eclipse was about to occur. \_\_\_\_\_
3. All students must use aproprate language in class presentations. \_\_\_\_\_

**LESSON 1 continued**

- 4. Some people feel no affiliation with local professional sports teams. \_\_\_\_\_
- 5. The suit fit the store’s manequin, but the customer was not so lucky. \_\_\_\_\_

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

In classes at cooking school, Joseph has acess to some of the most highly rated instructors in the country. He is learning how to clasify dozens of herbs and spices. He now knows, for example, that even common ingredients, such as pepper, can improve the flavor of a dish. Some of Joseph’s teachers have strict rules about what silverware is permmissible at the table and how to arrange food on the plate so that it has an appealing symetry. In one class, Joseph is learning how to reccomend wines for various menus.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that have double consonants. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

- accommodate

flattery
- aggravate

guerrilla
- anniversary

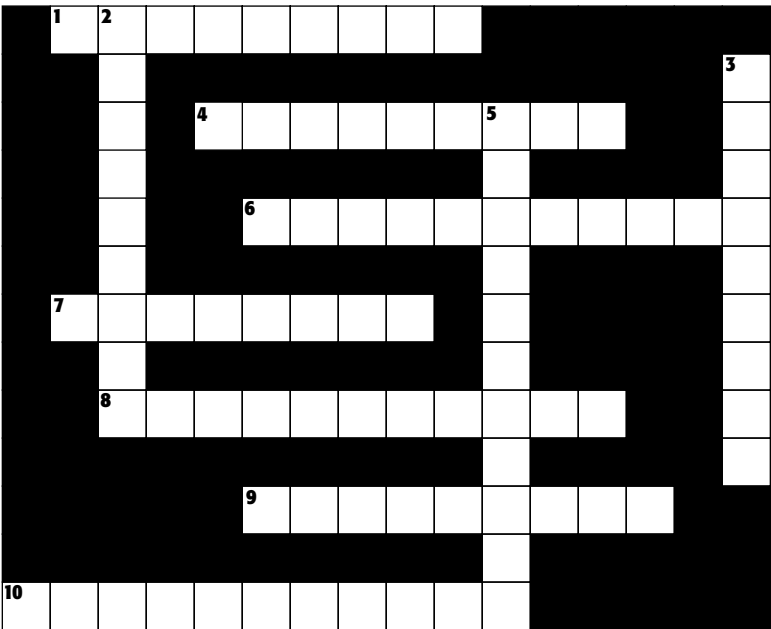
immediately
- beginning

irregular
- etiquette

opportunity

- Across**
- 1. irritate
  - 4. the start of something
  - 6. make room for
  - 7. insincere praise
  - 8. yearly event
  - 9. manners
  - 10. a good chance

- Down**
- 2. soldier
  - 3. unusual
  - 5. right away



**Spelling Power****Lesson 2: Silent Consonants****Word Bank**

aisle	blight	debt	ghostly	gnash
heirloom	knoll	psychosis	reign	wrangle

**Key Concepts**

Some words are spelled with silent consonants—consonants that are written but not pronounced. There are no guidelines for spelling such words. Study these words and visualize them spelled correctly.

- Only a few words end in *bt*. Only the *t* is pronounced, as in *debt*.
- In the consonant combination *gn*, the *g* is silent, as in *gnash* and *reign*.
- The consonant combination *gh*, which often occurs before *t*, is silent, as in *blight*.
- The *h* is silent in words that begin with *gh*, as in *ghostly*. The *h* is also silent at the beginning of some words, as in *heirloom*.
- The first letter is silent in words beginning with *kn*, *ps*, and *wr*, as in *knoll*, *psychosis*, and *wrangle*.
- The *s* is silent in the word *aisle*.

**Spelling Practice**

In each set below, circle the word whose meaning is close to that of the capitalized word. Then write the word on the line provided.

- |                   |           |           |       |
|-------------------|-----------|-----------|-------|
| 1. OBLIGATION     | debt      | blight    | _____ |
| 2. INHERITANCE    | heirloom  | ghostly   | _____ |
| 3. HILL           | knoll     | gnash     | _____ |
| 4. WALKWAY        | debt      | aisle     | _____ |
| 5. RULE           | knoll     | reign     | _____ |
| 6. QUARREL        | wrangle   | psychosis | _____ |
| 7. EERIE          | ghostly   | aisle     | _____ |
| 8. DECAY          | wrangle   | blight    | _____ |
| 9. MENTAL ILLNESS | psychosis | heirloom  | _____ |
| 10. GRIND         | reign     | gnash     | _____ |



**Spelling Power****Lesson 3: Sounds of c and g****Word Bank**

centrifuge	citadel	concept	cyclone	cynical
generic	guild	gypsum	incentive	ingenuity

**Key Concepts**

Words with the letters *c* and *g* often contain spelling errors because these letters can sound either hard or soft depending on the vowels or consonants that follow them. Knowing the following patterns will help you spell words that include the letters *c* and *g*.

1. When the letter *c* is followed by *a*, *o*, *u*, or any consonant, the *c* is pronounced with a hard sound. A hard *c* sounds like \k\, as in *concept*, *cyclone*, and *cynical*.
2. When the letter *c* is followed by *e*, *i*, or *y*, the *c* is pronounced with a soft sound. A soft *c* sounds like \s\, as in *centrifuge*, *citadel*, *concept*, *cyclone*, *cynical*, and *ingenuity*.
3. When the letter *g* is followed by *a*, *o*, *u*, or any consonant, the *g* has a hard sound. A hard *g* sounds like \g\, as in *guild*.
4. When the letter *g* is followed by *e*, *i*, or *y*, the *g* is pronounced with a soft sound. A soft *g* sounds like \j\, as in *centrifuge*, *generic*, *gypsum*, and *ingenuity*.

**Spelling Practice**

Listed below are four spelling patterns. On the lines below each pattern, write the word or words from the Word Bank to which the pattern applies. Some words will fit more than one pattern.

1. The letter *g* has the soft sound \j\ when the *g* is followed by *e*, *i*, or *y*.

\_\_\_\_\_

2. The letter *g* has the hard sound \g\ when the *g* is followed by *a*, *o*, *u*, or a consonant.

\_\_\_\_\_

3. The letter *c* has the soft sound \s\ when the *c* is followed by *e*, *i*, or *y*.

\_\_\_\_\_  
\_\_\_\_\_

4. The letter *c* has the hard sound \k\ when the *c* is followed by *a*, *o*, *u*, or any consonant.

\_\_\_\_\_

**Spelling in Context**

Decide which word from the Word Bank is described in each sentence below. Then write the word.

1. This machine holds containers and spins them rapidly.

\_\_\_\_\_

2. This material is a main ingredient of plaster.

\_\_\_\_\_

**LESSON 3 continued**

3. This group is a trade association of workers or artisans. \_\_\_\_\_
4. This term describes a product that is not sold under a brand name. \_\_\_\_\_
5. This type of building serves as a castle or fortress. \_\_\_\_\_

**Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.**

When Matty's house was destroyed in a cyklone, she and her family were suddenly homeless. It was difficult for Matty to grasp that consept at first. She became very synical about her future. She had little insentive to rebuild in the same town. Matty's relatives helped her cheer up, however. She understood that with hard work and injenuity her family could rebuild their home and their lives.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are five additional words that fit the patterns you have learned. Find them in the word maze and circle them. Then write the word or words from the maze to which each pattern applies on the lines provided.**

fatigue      fragile      intelligence      success      unnecessary

e y r a s s e c e n n u t  
l f r e e o w g n l b s r  
i s u c c e s s v l g k u  
g e c n e g i l l e t n i  
a j i s y a d d g g d i f  
r t l s e g n i t e c r e  
f y f a t i g u e n a i m

1. Pattern 1: The letter c has a soft sound, \s\. \_\_\_\_\_
2. Pattern 2: The letter c has a hard sound, \k\. \_\_\_\_\_
3. Pattern 3: The letter g has a soft sound, \j\. \_\_\_\_\_
4. Pattern 4: The letter g has a hard sound, \g\. \_\_\_\_\_

**Spelling Power****Lesson 4: Vowel Spellings****Word Bank**

borough	feasible	heifer	leaven	material
refrain	rheumatic	roughage	reptilian	uncertainty

**Key Concepts**

In English there is a wide variety of vowel sounds that are produced by combining two vowels. Knowing the following patterns may help you spell these combinations. Try to visualize these words as you learn to spell them.

1. When two vowels appear together, the first vowel is often long, and the second is often silent, as in *borough*, *feasible*, and *refrain*. Many vowel spellings do not follow this pattern, however. Some exceptions to commit to memory are *heifer*, *leaven*, *rheumatic*, and *roughage*.
2. The vowel pair *ai* is often used to spell the *schwa* sound \ə\, as in *uncertainty*.
3. The vowel pair *ia* is used when both vowels are pronounced separately, as in *material* and *reptilian*.

**Spelling Practice**

**Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.**

- |  |                                      |                                       |
|--|--------------------------------------|---------------------------------------|
| 1. heifer      haifer<br>_____           | 5. material      materail<br>_____   | 8. feasible      feisible<br>_____    |
| 2. refrayn      refrain<br>_____         | 6. roughage      raughage<br>_____   | 9. leiven      leaven<br>_____        |
| 3. borough      bourogh<br>_____         | 7. reptilian      reptilean<br>_____ | 10. rhoumatic      rheumatic<br>_____ |
| 4. uncertainty      uncerteanty<br>_____ |                                      |                                       |

**Spelling in Context**

**Complete each sentence below with the correct word from the Word Bank.**

1. Andrew's grandmother is \_\_\_\_\_, so her joints swell during certain kinds weather.
2. Sourdough bread requires a special \_\_\_\_\_ to make the dough rise.
3. The villain's treacherous personality was underscored by his \_\_\_\_\_ looks.
4. Foods such as bran cereals provide \_\_\_\_\_, which is important for proper functioning of the digestive system.
5. The rancher worried about the health of his prize \_\_\_\_\_.

**LESSON 4 continued**

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

At a press conference, the mayor proposed a new plan for a military base in the city’s largest boraugh. However, critics wondered whether the plan was fiesible. They pointed out that no thought had been given to relieving the congestion that would be caused by the delivery of construction materail. Critics also questioned the ability of the military to refraen from creating too much noise pollution in this crowded area. Within a week, the mayor’s plan was fraught with uncertianty.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

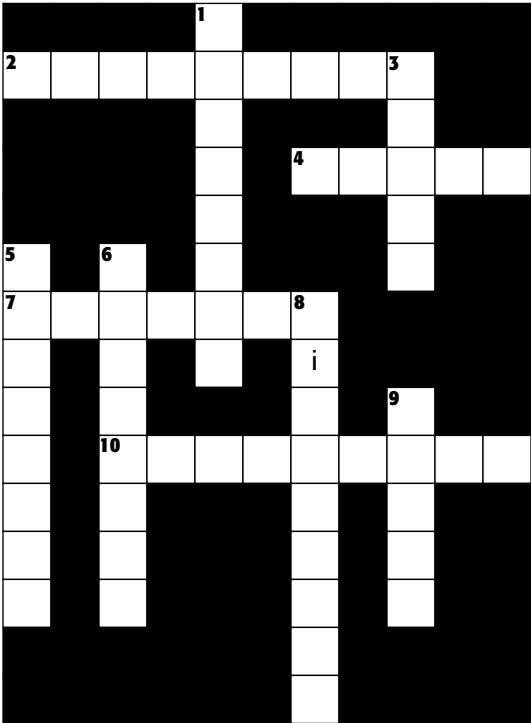
- cavalier                      gaudy                      gruesome                      guile                      liquidate
- miniature                      naive                      neurotic                      porcelain                      realism

**Across**

2. ceramic
4. cunning
7. accuracy
10. convert to cash

**Down**

1. emotionally unstable
3. innocent
5. hideous
6. gallant
8. small version
9. showy



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# Spelling Power

## Unit 1 Review

### Lessons 1–4

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.

1. The winds of a ciclone are strong enough to destroy a house. \_\_\_\_\_
2. The tennis player asked her coach to reccomend some exercises. \_\_\_\_\_
3. Few people are the shape and size of a typical manequinn. \_\_\_\_\_
4. A full moon shed its gohstly light on the deserted town. \_\_\_\_\_
5. The flight attendant had difficulty serving food in the narrow eisle. \_\_\_\_\_
6. More than fifty languages are spoken in this baurough of the city. \_\_\_\_\_
7. Kim liked the song's verses, but the repetition of the refrain annoyed her. \_\_\_\_\_
8. Many people are cinical about the government and elected officials. \_\_\_\_\_
9. As an insentive to work faster, Marco's boss offered him a cash bonus. \_\_\_\_\_
10. One way to leven dough is to knead it thoroughly. \_\_\_\_\_

In each set below, draw a line through the word that is spelled incorrectly. Then write the word correctly.

- |                                  |                                  |                                |
|----------------------------------|----------------------------------|--------------------------------|
| 11. occur      occur             | 15. material      materail       | 18. hairloom      heirloom     |
| _____                            | _____                            | _____                          |
| 12. uncerteinty      uncertainty | 16. raign      reign             | 19. centrafuge      centrifuge |
| _____                            | _____                            | _____                          |
| 13. bleight      blight          | 17. appropreate      appropriate | 20. knoll      gnoll           |
| _____                            | _____                            | _____                          |
| 14. concept      consept         |                                  |                                |
| _____                            |                                  |                                |

Circle the word whose meaning is close to that of the capitalized word. Then write the word.

- |                     |              |           |       |
|---------------------|--------------|-----------|-------|
| 21. UNION           | citadel      | guild     | _____ |
| 22. POSSIBLE        | feasible     | cynical   | _____ |
| 23. BALANCE         | blight       | symmetry  | _____ |
| 24. RESOURCEFULNESS | insufficient | ingenuity | _____ |
| 25. GENERAL         | generic      | rheumatic | _____ |

**Spelling Power**

**Proofreading Application**

**Lessons 1–4**

**Read the medical news briefs below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the news briefs.**

*Health Care Costs Rising*

Consumers and businesses continue to rangle with the increasing costs of health insurance. Margie Yule, 43, needs care for a reumatic condition but can barely afford insurance. Without insurance, she says, she would be faced with going into dett to pay for her treatment. Her employer is considering an affiliation with another insurance company, but Yule fears that her salary might be insufficient to cover her share of the cost.

*Veterinarian Treats Rare Cattle Disease*

Oliver Cone, a veterinarian for twenty years, says he sees more cattle than ever with digestive problems. He recalls that one local farmer brought in a heafer so sick that it would knash its teeth in pain. Cone recomends a diet high in ruffage for all cattle.

*Mental Health Specialists Release New Guidelines*

Doctors in the mental health unit of City Hospital have published a new handbook. The book is intended to help doctors clasify sychosis seen in their patients. The handbook also includes ethical guidelines for determining which treatments may or may not be permissible in specific cases. However, one of the handbook's authors, Dr. Yin Li Hsieh, cautions that no handbook is a substitute for the insight and injenuity of a skilled and caring psychiatrist.

*Plaster Shortage at Local Army Base*

Doctors at Fort Wilson say they are having trouble finding ingredients for plaster casts. In recent days, more than half a dozen soldiers at the old sitadel have broken limbs during training exercises. Doctors need acsess to supplies of ypsium or to any other materail that is appropreate for making casts. The fort's commander says it is not feasible for soldiers to be transferred to civilian hospitals, but off the record, military doctors say that they disagree with that consept.

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |

**Spelling Power****Lesson 5: Diphthongs and Vowel + r Shifts****Word Bank**

aeronautics	auditory	cayenne	devour	embroil
heartfelt	implore	reverence	roundabout	veneer

**Key Concepts**

A *diphthong* is a blend of two vowel sounds in a syllable that is pronounced as a single speech sound. Recognizing the combinations of letters that make up diphthongs will help you spell a variety of words.

Sound	Spelling	Word
\ô\	au	auditory
\ĩ\	ay	cayenne
\oi\	oi	embroil
	oy	loyal
\ou\	ou	devour
	ou	roundabout
	ow	endowment

When the letter *r* appears after a vowel, the *r* changes the way that vowel is usually pronounced. This kind of change is called a vowel + *r* shift. Note the examples below.

Sound	Spelling	Word
\ãr\	aer	aeronautics
	air	lair
	eir	heir
\ãr\	ar	heartfelt
\ôr\	or	implore
\ər\	er	reverence
\ur\	ur	purchase
\ēr\	eer	veneer

**Spelling Practice**

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line.

- |               |             |                |           |               |          |
|---------------|-------------|----------------|-----------|---------------|----------|
| 1. imploar    | cayenne     | 5. auditory    | revurence | 8. roundabout | awditory |
| _____         | _____       | _____          | _____     | _____         | _____    |
| 2. rowndabout | veneer      | 6. aironautics | embroil   | 9. embroyal   | devour   |
| _____         | _____       | _____          | _____     | _____         | _____    |
| 3. venear     | aeronautics | 7. heartfelt   | devower   | 10. reverence | hartfelt |
| _____         | _____       | _____          | _____     | _____         | _____    |
| 4. ciyenne    | implore     |                |           |               |          |
| _____         | _____       |                |           |               |          |

**Spelling in Context**

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.

- She was looking for chairs to match the color of the table's veneer. \_\_\_\_\_
- She put ciyenne powder in the chili to make it spicy. \_\_\_\_\_

**LESSON 5 continued**

- 3. Al tried to devower the most pies during the pie-eating contest. \_\_\_\_\_
- 4. The doctor referred his patient to an awditory specialist. \_\_\_\_\_
- 5. Peter's interest in aircraft led him to major in aeronautics. \_\_\_\_\_

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The Society to Save the Mighty Sycamore is a group of conservationists intent on rescuing the two-hundred-year-old tree in the center of Briarcliff Park. They hold great revurence for nature and do not want to see the sycamore replaced by still another baseball diamond. Yesterday some of the group's members chained themselves around the tree and issued a hartfelt plea to the mayor to spare the sycamore from the chainsaws. In a rowndabout way, the conservationists wanted to bring attention to the plight of the historic giant. They do not intend to embroyal the city in a fight between the conserva-tionists and the baseball league; however, they do imploar every citizen to do his or her part to save the park's mighty sycamore.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

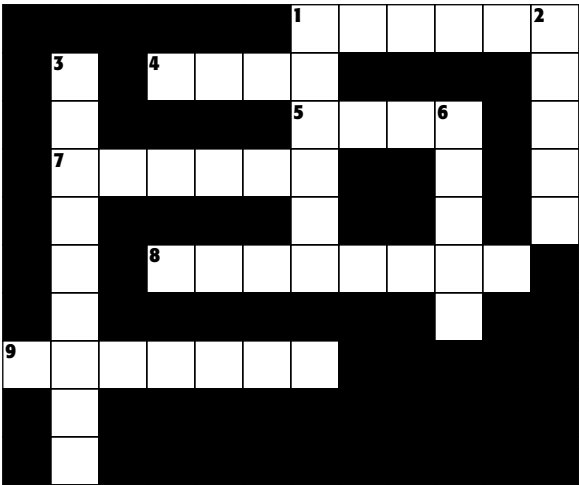
- |         |        |       |        |           |
|---------|--------|-------|--------|-----------|
| arctic  | aerial | coil  | devout | endowment |
| heiress | lair   | louse | loyal  | purchase  |

**Across**

- 1. extending into the air
- 4. an animal's home
- 5. wrap in a series of spirals
- 7. sincerely devoted
- 8. to buy
- 9. female who inherits money or property

**Down**

- 1. extremely cold
- 2. faithful and true
- 3. money providing continuous support
- 6. a small insect



**Spelling Power****Lesson 6: Use of *ie* and *ei*****Word Bank**

conceive	financier	grief	piece	quotient
receipt	reins	species	sufficient	weight

**Key Concepts**

The general pattern to remember for words that contain *ei* and *ie* combinations is found in this short rhyme:

Use *i* before *e* except after *c*, or when sounded like \ā\ as in *neighbor* and *weigh*.

1. *i* before *e*: *grief* and *piece*
2. except after *c*: *conceive* and *receipt*
3. or when sounded like \ā\, as in *neighbor* and *weigh*:  
*reins* and *weight*

The following are some other guidelines that can help you decide whether *e* or *i* should come first in a word.

4. Use *ie* in most words before the letter *r*, as in  
*financier*.
5. Use *ie* after *c* or *t* when the combination makes the  
\sh\ sound, as in *quotient*, *species*, and *sufficient*.

**Spelling Practice**

Listed below are five spelling patterns. On the lines below each pattern, write the word or words from the Word Bank to which the pattern applies.

1. Use *ie* before *r*.  
\_\_\_\_\_
2. Use *ei* when a word has the \ā\ sound.  
\_\_\_\_\_
3. Generally words are spelled *i* before *e*.  
\_\_\_\_\_
4. Use *ie* after *c* or *t* when the combination makes the \sh\ sound.  
\_\_\_\_\_
5. Some words follow the *i* before *e* except after *c* pattern.  
\_\_\_\_\_

**Spelling in Context**

Complete each sentence below with the correct word from the Word Bank.

1. Scientists are eager to learn more about the medicinal value of this \_\_\_\_\_ of plant.
2. By the end of its first year, a puppy will gain a lot of \_\_\_\_\_.
3. When riding a horse, it is important to hold the \_\_\_\_\_ correctly.
4. Ray had no trouble finding the \_\_\_\_\_ for the most difficult division problem.
5. My aunt felt tremendous \_\_\_\_\_ over the loss of her treasured heirlooms.

## LESSON 6 continued

### Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

I described my idea for an offbeat shop to my banker. She encouraged me to concieve a business plan and meet with Mr. Woods, a well-known financeir. He was interested in backing me but did not want a peice of the business. He thought the shop was a wise investment and made sure I had sufficeint funds for start-up. Upon reciept of the funds, I began work in earnest. Just as both of us had thought, the shop was wildly popular. Soon I was making a tidy profit and was able to pay back the loan in practically no time.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

### Spelling Application

Listed below are ten additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

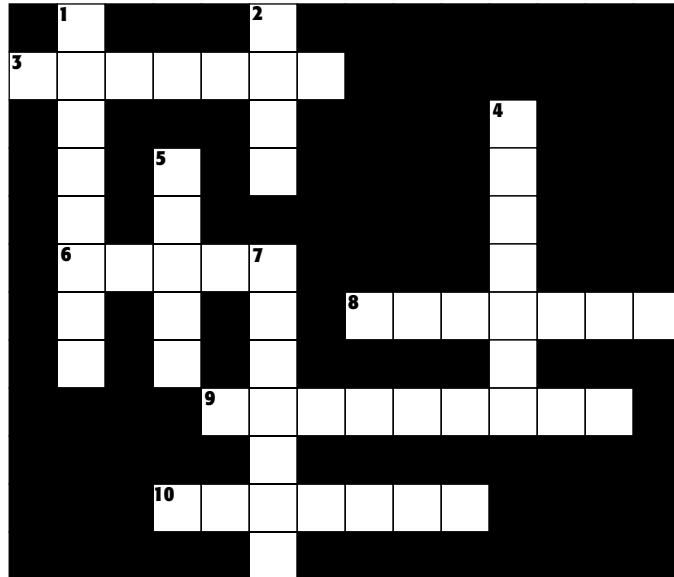
achieve	brief	efficient	forfeit	leisure
neighbor	neither	receive	veil	weird

#### Across

3. not one or the other
6. short
8. to accomplish
9. productive and organized
10. time to relax

#### Down

1. person who lives near you
2. a thin covering
4. to acquire
5. strange
7. to give up



**Spelling Power****Lesson 7: Soft Final Syllables****Word Bank**

bachelor	definitely	disciple	fiscal	libel
martyr	paisley	preserver	stencil	visor

**Key Concepts**

Words that end in a soft final syllable often contain a vowel sound that does not sound like any particular vowel. Any of the five vowels can spell this special sound called a schwa (\ə\). A soft final syllable can also have a soft \ē\ sound. When spelling words that have a soft final syllable, keep the following patterns in mind.

1. The \ə\ ending may be spelled *le*, as in *disciple*; *al*, as in *fiscal*; *el*, as in *libel*; *il*, as in *stencil*; *ile*, as in *mobile*; *ol*, as in *symbol*; or *ul*, as in *consul*. Most words using this sound use the *le* spelling. Words using *il*, *ile*, *ol*, and *ul* spellings occur much less frequently.
2. The \ər\ ending is usually spelled *ar*, as in *scholar*; *er*, as in *preserver*; or *or*, as in *bachelor* and *visor*. The endings *ur*, *yr*, and *re* are also used, but in only a few words such as *murmur*, *martyr*, and *acre*.
3. The soft, or unstressed, \ē\ ending can be spelled *y*, *ey*, or *ie*, as in *definitely*, *paisley*, and *prairie*.

**Spelling Practice**

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- |                             |                          |                         |
|-----------------------------|--------------------------|-------------------------|
| 1. paisley      definiteley | 5. definitely      viser | 8. paisly      bachelor |
| _____                       | _____                    | _____                   |
| 2. marter      preserver    | 6. disciple      lible   | 9. visor      preservor |
| _____                       | _____                    | _____                   |
| 3. fiscal      stencel      | 7. libel      discipel   | 10. stencil      fiscle |
| _____                       | _____                    | _____                   |
| 4. bacheler      martyr     |                          |                         |
| _____                       |                          |                         |

**Spelling in Context**

Use context clues to determine which word from the Word Bank fits in each blank below. Then write the word on the line provided.

The (1)\_\_\_\_\_ took a long time to get ready for the beach party. He wore bright red swim trunks with a (2)\_\_\_\_\_ pattern. To shade his eyes, he wore a lime

**LESSON 7 continued**

green sun (3)\_\_\_\_\_. The nervous young man kept dropping his orange life  
(4)\_\_\_\_\_ . He (5)\_\_\_\_\_ stood out from the crowd.

**Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.**

Shannon, the new program director, was anxious to broadcast her first show. She was a longtime discipel of the old program director who had recently been named president of the network. Shannon made sure the videotape and the graphics were ready for the major segments of the show: a report on the city's budget for the next fiscle year, an interview with a revolutionary who was willing to be a marter for his cause, and a demonstration on how to stencil. She also made sure that her reporters had checked their facts so that the station would not be guilty of lible.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are five additional words that fit the patterns you have learned. Find the words in the word maze and circle them. Then write the word or words from the maze to which each pattern applies.**

murmur                  prairie                  resemble                  scholar                  sequel

r h e a s r a l o h c s r t  
u s p r r a i s r l l o e h  
i m s h c o o l y j e n v a  
m u e a l m q r k b u f u r  
h r a k a l d y l l q l e d  
o m f p r a i r i e e g r n  
a u c e t l h e e w s l f j  
m r p e o d s i w t i i h y  
o u r m r e l b m e s e r l

1. Pattern 1: ends with the \ə\ sound                  \_\_\_\_\_
2. Pattern 2: ends with the \ər\ sound                  \_\_\_\_\_
3. Pattern 3: ends with the soft \ē\ sound                  \_\_\_\_\_



**Spelling Power****Lesson 8: Plurals****Word Bank**

aerobics	aircraft	antennae	millennia	solstices
tallies	theses	thieves	tomatoes	videos

**Key Concepts**

The most common way to change a noun from its singular to its plural form is to add *s* or *es* to the end of the word, as in *solstices*. However, there are some variations to this pattern. The following guidelines will help you spell most noun plurals correctly.

1. When a noun ends in *s*, *x*, *ch*, *sh*, or *z*, add *es*, so that *business* becomes *businesses*.
2. When a noun ends in *is*, change the *i* to *e*, so that *thesis* becomes *theses*.
3. When a noun ends in *um*, change the *um* to *a*, so that *millennium* becomes *millennia*.
4. When a noun ends in *us*, change the *us* to *i*, so that *radius* becomes *radii*.
5. When a noun ends in a vowel + *o*, add *s*, so that *video* becomes *videos*.
6. When a noun ends in a consonant + *o*, sometimes add *es*, so that *tomato* becomes *tomatoes*.
7. When a noun ends in *a*, add *e*, so that *antenna* becomes *antennae*.
8. Usually when a noun ends in *f*, change the *f* to *v* and add *es*, so that *thief* becomes *thieves*.
9. When a noun ends in a vowel + *y*, add *s*, so that *display* becomes *displays*.
10. When a noun ends in a consonant + *y*, change the *y* to an *i* and add *es*, so that *tally* becomes *tallies*.
11. A noun may have the same singular and plural spelling, as in *aircraft*.
12. A noun may have no singular form, as in *aerobics*.

**Spelling Practice**

Read each statement below about noun plurals. Then on the lines provided, write the correct spelling of the word from the Word Bank. Indicate whether the statement is correct (C) or incorrect (I).

1. The plural of *thesis* is *theses*.  
\_\_\_\_\_
2. The plural form of *video* is *videos*.  
\_\_\_\_\_
3. Add an *s* to make *aircraft* plural.  
\_\_\_\_\_
4. *Aerobics* has no plural.  
\_\_\_\_\_
5. Add *es* to form the plural of *tomato*.  
\_\_\_\_\_
6. *Millennia* is the plural of *millennium*.  
\_\_\_\_\_
7. To make *thief* plural, add *s*.  
\_\_\_\_\_
8. *Antenna* has no plural.  
\_\_\_\_\_
9. Add *s* to form the plural of *solstice*.  
\_\_\_\_\_
10. Change the *y* to *i* and add *es* to form the plural of *tally*.  
\_\_\_\_\_

LESSON 8 continued

Spelling in Context

Complete each sentence with the correct word from the Word Bank.

- 1. Jon decided to practice \_\_\_\_\_ every day.
- 2. This variety of \_\_\_\_\_ is used to make ketchup.
- 3. Many \_\_\_\_\_ were needed for relief flights after the hurricane.
- 4. Several \_\_\_\_\_ stole the golf equipment.
- 5. There are two \_\_\_\_\_ every year, one in the summer and one in the winter.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Gina’s biology class studied ants and how they use their antenna to communicate. Her professor said ants had spent dozens of millenniums developing the ability to communicate. The students observed a number of colonies and kept tallys of their findings. The students made videoes that showed the ants building a colony. Later Gina wrote a paper about her experience. Her theses was that ants are members of a highly organized society that relies on good communication.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

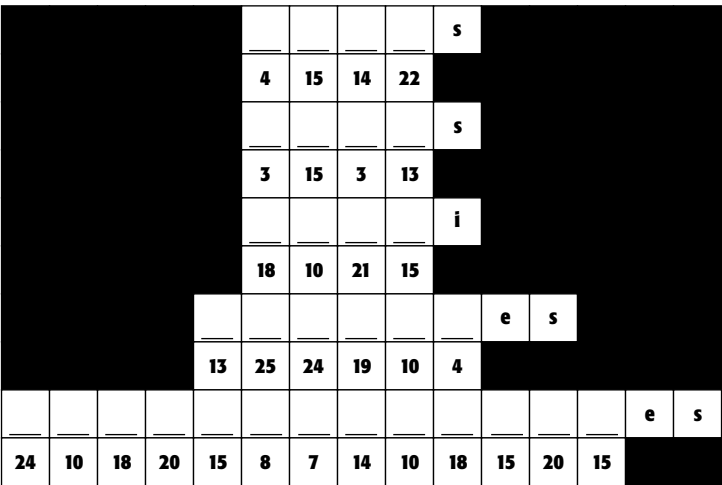
Spelling Application

Listed below are five additional words that fit the patterns you have learned. The plural endings have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines provided.

emphases      fifes      particularities      radii      silos

CODE  
a=10, b=17, c=8, d=21, e=13, f=3, g=6,  
h=19, i=15, j=23, k=26, l=14, m=25, n=1,  
o=22, p=24, q=11, r=18, s=4, t=20, u=7,  
v=2, w=16, x=9, y=12, z=5

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_



**Spelling Power****Unit 2 Review****Lessons 5–8**

**In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.**

1. The glossy venear of the table was marred by one long scratch. \_\_\_\_\_
2. At the fashion show, the famous designer presented a wardrobe done in paisly. \_\_\_\_\_
3. Zoologists were concerned about endangered speceis at the wildlife refuge. \_\_\_\_\_
4. The leader and his discipul were quite content with the progress they had made. \_\_\_\_\_
5. The antennaes on the roof were used for receiving radio frequency signals. \_\_\_\_\_
6. The man who moved into the apartment next door is a bachelor. \_\_\_\_\_
7. Remember to take the reciept with you when you return the damaged yo-yo. \_\_\_\_\_
8. After practice, the football team was ready to devower the tray of sandwiches. \_\_\_\_\_
9. Toni liked to throw parties for the summer and winter solsticeis. \_\_\_\_\_
10. Sam searched through the tomatos at the farm stand in an attempt to find a few ripe ones for dinner. \_\_\_\_\_

**Decide which word from the Word Banks in the four preceding lessons fits in each blank below. Then write the word on the line provided.**

11. Barbara likes to use a lot of spices such as ginger and \_\_\_\_\_ pepper when she cooks.
12. The man at the carnival is quite good at guessing people's \_\_\_\_\_.
13. Their history class covered the events of the past two \_\_\_\_\_.
14. The decorator used a \_\_\_\_\_ kit to paint patterns around each room's windows and doorways.
15. After too many rock concerts, Glenn went to the \_\_\_\_\_ specialist to have his hearing checked.

**Decide which word from the Word Banks in the four preceding lessons is described in each sentence below. Then write the word on the line provided.**

16. This word means "to plead." \_\_\_\_\_
17. This is the result of the division of two numbers. \_\_\_\_\_
18. This word means a "deep respect." \_\_\_\_\_
19. This is an emotion people exhibit during times of great sorrow. \_\_\_\_\_
20. This is the plural of a word that means a "long essay." \_\_\_\_\_

**Spelling Power**

**Proofreading Application**

**Lessons 5–8**

**Read the company newsletter below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the article.**

*Research Update*

Our aeronautics department reports that it has collected sufficeint data to be able to design two new aircrafts within the next fisle year. Although this gives the marketing department very little time to concieve a new promotional peice for the the press, we are confident that they will succeed. The first design review is set for the end of next month.

*Global Outlook*

We are now well established in fifty countries and are planning to increase our presence in Asia. Alan Reedy, an international financeir who will definiteley be able to help us, has outlined a plan for achieving our goals there. He also pledges not to embroyl the company in international politics. With Alan holding the riens, we are sure that our venture will be a great success.

*Legal Briefs*

In court news, our libile suit has been settled out of court. NuTech Laboratories has agreed to make a monetary settlement for the damages caused by their advertising campaign, which, in a rowndabout way, damaged our reputation in the industry.

The thieves who stole our plans for the new UR344 model have finally been caught. Although claim-ing to be marters for their anti-industry cause, they will be prosecuted to the full extent of the law. Many thanks to the security department, which spent long hours examining the surveillance videoes to identify the culprits.

*Employee News*

Hartfelt congratulations go to Sheila Gray for winning the Employee Aerobices Fitness Challenge. She won a \$100 gift certificate and a beach prize package complete with a beach umbrella, a life preservor, a sun viser, and sunscreen. Many thanks to Phil Marston for ensuring that the contest tallys were accu-rate.

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |

**Spelling Power****Lesson 9: Doubling the Final Consonant****Word Bank**

abhorred	deference	edited	inhibited	occurrence
openness	regretted	remitted	superficially	transmittal

**Key Concepts**

When a suffix is added to a word root that ends in a consonant, the final consonant is sometimes doubled. When the final consonant is preceded by another consonant, the final consonant is not doubled. When the final consonant is preceded by a vowel, the following guidelines can be used.

- Double the final consonant if the word root has one syllable and the suffix begins with a vowel.  
plan + ing = planning
- Double the final consonant if the last syllable of the word root is stressed and the suffix begins with a vowel.  
abhor + ed = abhorred  
regret + ed = regretted  
remit + ed = remitted  
occur + ence = occurrence  
transmit + al = transmittal
- Do not double the final consonant if the suffix begins with a consonant.  
superficial + ly = superficially  
open + ness = openness
- Do not double the final consonant if the last syllable is not stressed.  
edit + ed = edited      inhibit + ed = inhibited
- Do not double the final consonant if the last syllable of the word root is not stressed after the suffix is added.  
defer + ence = deference

**Spelling Practice**

**Draw a line through the word from the Word Bank in each set that is spelled incorrectly. Then write the word correctly.**

- |                                    |                              |                                 |
|------------------------------------|------------------------------|---------------------------------|
| 1. openess      openness           | 5. abhored      abhorred     | 8. transmittal      transmittal |
| _____                              | _____                        | _____                           |
| 2. regretted      regreted         | 6. occurrence      occurence | 9. deference      deference     |
| _____                              | _____                        | _____                           |
| 3. superficialy      superficially | 7. remitted      remited     | 10. editted      edited         |
| _____                              | _____                        | _____                           |
| 4. inhibited      inhibitted       |                              |                                 |
| _____                              |                              |                                 |

LESSON 9 continued

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

- 1. It is important to show the proper level of \_\_\_\_\_ when you speak to those in authority.
- 2. After taking a speech course, Amy was less \_\_\_\_\_ when she spoke in public.
- 3. The \_\_\_\_\_ of the full moon will coincide with Memorial Day.
- 4. Stan was thinking \_\_\_\_\_; he did not consider the effect of his decision on others.
- 5. The \_\_\_\_\_ of the bubonic plague to humans is through fleas from infected rats.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Write the correct spellings below.

After interviewing Chantilly, the reporter edited his article, adding a direct quote.  
“My openness got me into trouble with my musicians. They said they regreted the shady business deals they had made in the past, and I believed them. I didn’t know they were skimming money from donations sent to me for the benefit concert. I have remited all the money the charity lost as a result.”  
The reporter finished the article by stating that Chantilly abhorred the actions of the criminals.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Spelling Application

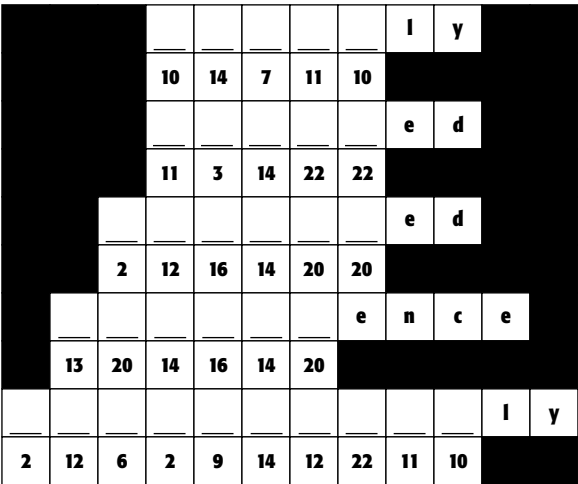
Listed below are five additional words that fit the guidelines you have learned. The suffixes have been provided in the word pyramid. Use the code to build the pyramid. Then write the words on the lines below.

abettèd                      incidentally                      inferred                      legally                      preference

CODE

a=11 b=3 c=6 d=9 e=14 f=16 g=7 h=23 i=2  
j=19 k=21 l=10 m=4 n=12 o=1 p=13 q=15 r=20  
s=18 t=22 u=5 v=17 w=25 x=26 y=24 z=8

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_



**Spelling Power****Lesson 10: Suffixes and the Final e****Word Bank**

awful	belying	devaluation	engaging	hoeing
intensely	peaceable	remorseful	salvageable	stagnation

**Key Concepts**

Adding a suffix to a word that ends with a silent *e* often requires a change in the spelling of the word. Listed below are some guidelines that can help you determine when to keep the silent *e*, when to drop it, and when to change it.

1. Keep the final *e* if the suffix begins with a consonant.  
remorse + ful = remorseful  
intense + ly = intensely
2. Keep the final *e* if the word ends with *ce* or *ge* and you add a suffix that begins with *a* or *o*.  
peace + able = peaceable  
salvage + able = salvageable
3. Keep the final *e* if the word ends in *ee* or *oe* and the suffix begins with a vowel.  
hoe + ing = hoeing
4. Drop the final *e* if the suffix begins with a vowel.  
devalue + ion = devaluation  
engage + ing = engaging  
stagnate + ion = stagnation
5. Drop the final *e* in most cases if the *e* comes after the letters *u* or *w*.  
awe + ful = awful
6. If a word ends with *ie*, change the *ie* to *y* before adding *-ing*.  
belie + ing = belying

**Spelling Practice**

Combine each word from the Word Bank and suffix below and write the new word on the line provided.

1. peace + able = \_\_\_\_\_
2. hoe + ing = \_\_\_\_\_
3. belie + ing = \_\_\_\_\_
4. intense + ly = \_\_\_\_\_
5. remorse + ful = \_\_\_\_\_
6. engage + ing = \_\_\_\_\_
7. stagnate + ion = \_\_\_\_\_
8. devalue + ion = \_\_\_\_\_
9. salvage + able = \_\_\_\_\_
10. awe + ful = \_\_\_\_\_

**LESSON 10 continued**

**Spelling in Context**

**Decide which word from the Word Bank is described in each phrase below. Then write the word on the line.**

1. occurs as a result of standing water  
\_\_\_\_\_
2. something that can be saved from a fire, shipwreck, or other disaster  
\_\_\_\_\_
3. disguising or misrepresenting  
\_\_\_\_\_
4. the decrease in the worth of an item  
\_\_\_\_\_
5. weeding a garden with a tool that has a thin metal blade set across the end of a long wooden handle  
\_\_\_\_\_

**Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.**

At first Terry felt awful because he hadn't received acknowledgment of his letter. Finally he called the company and spoke to someone who was able to help him. The man was remorseful on behalf of the company. He personally saw to it that the order was properly filled. The whole problem had been due to a misspelling of Terry's name in the computer files. Unbelievable! Months of problems, all because of a spelling error! Terry was intensely relieved when his order arrived at last. He was happy that there had been a peaceable solution to the problem and that he hadn't had to resort to engaging in a struggle to get his order filled.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

**Listed below are ten additional words that fit the patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it on the line provided.**

- |              |                 |            |           |           |
|--------------|-----------------|------------|-----------|-----------|
| advantageous | appropriateness | antiquing  | blameless | desirable |
| elevation    | intensity       | manageable | remotely  | vyng      |
1. mtyreloee  
\_\_\_\_\_
2. gtaqiunin  
\_\_\_\_\_
3. tsienyitn  
\_\_\_\_\_
4. ignyv  
\_\_\_\_\_
5. elsmbsale  
\_\_\_\_\_
6. vadsuentaago  
\_\_\_\_\_
7. reesadibl  
\_\_\_\_\_
8. lvtaeonie  
\_\_\_\_\_
9. ebegalmnaa  
\_\_\_\_\_
10. erspsiprtaonpae  
\_\_\_\_\_



**Spelling Power****Lesson 11: Suffixes and the Final y****Word Bank**

clarifying	dismayed	gratifying	hardiness	mystifying
petrified	pettiness	relayed	sashayed	understudies

**Key Concepts**

Adding a suffix to a word that ends in *y* may require a change in the spelling of the word. The following guidelines will help you decide whether the spelling should be changed and, if so, how.

- If the suffix is *ing*, keep the *y*.  
clarify + ing = clarifying      gratify + ing = gratifying      mystify + ing = mystifying
- If the word ends in a vowel + *y*, keep the *y*.  
dismay + ed = dismayed      sashay + ed = sashayed      relay + ed = relayed
- If the word ends in a consonant + *y*, change the *y* to *i* before adding most suffixes.  
hardy + ness = hardiness      petrify + ed = petrified      petty + ness = pettiness      understudy + es = understudies

**Spelling Practice**

Combine each word and suffix below and write the new word on the line provided.

- |                          |                             |
|--------------------------|-----------------------------|
| 1. sashay + ed = _____   | 6. relay + ed = _____       |
| 2. petrify + ed = _____  | 7. gratify + ing = _____    |
| 3. dismay + ed = _____   | 8. petty + ness = _____     |
| 4. clarify + ing = _____ | 9. hardy + ness = _____     |
| 5. mystify + ing = _____ | 10. understudy + es = _____ |

**Spelling in Context**

Complete each sentence below with the correct word from the Word Bank.

- The dancers \_\_\_\_\_ across the floor in time to the music.
- Ellen was \_\_\_\_\_ to find out that her best friend was moving.
- When the hiker looked down through the boards of the rickety bridge, he was so \_\_\_\_\_ that he could not move.
- As president of the parent-teacher association, she \_\_\_\_\_ the news of the anonymous gift of twenty new computers.
- Although Renee does not have the lead in the play, she \_\_\_\_\_ the role of Clara.

**LESSON 11 continued****Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Jared realized living permanently in the backwoods would take a level of hardyness he was not sure he possessed. He asked his friend Andre, who lived in the woods year-round, a number of clarifing questions about the difficulties of daily life. Andre stressed that peace and quiet were most gratifing, even though he missed having conveniences nearby. Because Andre had always required modern comforts, Jared found Andre's outlook mystifing. Jared was not dismaied, however. He decided to compromise by building a small cabin close to Andre's where he could spend several weeks a year in the wilderness.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that fit the patterns you have learned. Find the words in the word maze and circle them. Then write the word or words to which each pattern applies on the lines provided.

arrayed      harmonious      mortifying      peonies      vilification

h n e c k s j a r n q v u i  
 a m o r t i f y i n g e x n  
 r f e t u m z d e y a r r a  
 m r w a k c f j n c s l p r  
 o a n l d s c h i e f t e n  
 n b t e k t u e s x p b o l  
 i v i l i f i c a t i o n s  
 o h e l f j r n u s d m i g  
 u e k p q o e a e m n u e e  
 s s f r a g e c n a d i s g

1. Pattern 1: When a word ends in a consonant + *y*, change the *y* to *i* before adding most suffixes.

\_\_\_\_\_

2. Pattern 2: When a word ends in *consonant* + *y*, do not change the *y* to *i* if the suffix is *-ing*.

\_\_\_\_\_

3. Pattern 3: When a word ends in a vowel + *y*, do not change the *y* to *i* when you add a suffix.

\_\_\_\_\_

**Spelling Power****Lesson 12: The Suffixes -ance, -ence, -ant, -ent****Word Bank**

attendant	coherent	dependent	depressant	diligence
divergence	relevance	resident	reverence	sustenance

**Key Concepts**

Some pairs of suffixes are pronounced the same way but are spelled differently. It is best to commit the spelling of the most common words with these endings to memory and to use the dictionary (or spelling checker on your computer) to check your spelling of uncommon words.

1. The suffixes *-ance* and *-ence* are not only pronounced the same way but also mean the same thing. When added to word roots, they create nouns that mean "the state, condition, or quality of," as in *diligence*, *divergence*, *relevance*, *reverence*, and *sustenance*.
2. The suffixes *-ant* and *-ent* are usually pronounced the same way. They are added to word roots to create both nouns and adjectives. When used to create nouns, *-ant* and *-ent* they mean "a person or thing that has the characteristic of" the word root, as in *attendant* and *resident*.
3. When used to create adjectives, *-ant* and *-ent* refer to a person, place, or thing "that has," "that shows," or "that does" the action of the word root, as in *coherent*, *depressant*, and *dependent*.

**Spelling Practice**

**Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly on the line.**

- |  |  |  |
|--|--|--|
| 1. coherent      coherant<br>_____     | 5. attendant      attendant<br>_____   | 8. dependent      dependant<br>_____   |
| 2. residant      resident<br>_____     | 6. relevance      relavence<br>_____   | 9. sustanence      sustenance<br>_____ |
| 3. depressent      depressant<br>_____ | 7. divergence      divergance<br>_____ | 10. diligance      diligence<br>_____  |
| 4. reverance      reverence<br>_____   |  |  |

**Spelling in Context**

**In the following sentences, find the misspelled word and circle it. Then write its correct spelling on the line provided.**

1. Alcohol, found in beverages such as beer and wine, is a depressent, not a stimulant. \_\_\_\_\_
2. Zach's narrative was coherant and well written. \_\_\_\_\_

LESSON 12 continued

3. The residant advisor is responsible for ensuring that all students living in the dormitories abide by the university's rules.

\_\_\_\_\_
4. Mira's attendance at the state university was dependant on her scholarship.

\_\_\_\_\_
5. Due to their overwhelming divergance of opinion, the members of the entertainment committee were unable to plan anything.

\_\_\_\_\_

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

In his address to food service attendents, the dietician said, "Food is important—it's not just what we stuff in our mouths. I think that what we eat is of relevance to every part of our lives. Food is more than simple sustanence. Food is our energy supply; food keeps us healthy. Eating, in my opinion, should be done with proper reverance and respect for its importance to our overall health. Poor food choices can make us overweight and sick. My advice is to show diligance in choosing healthy food."

1. \_\_\_\_\_

3. \_\_\_\_\_

5. \_\_\_\_\_
2. \_\_\_\_\_

4. \_\_\_\_\_

Spelling Application

Listed below are five additional words that end in *-ance*, *-ence*, *-ant*, or *-ent*. The suffixes have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the line below.

adolescent

convenience

observance

severance

tolerant

CODE  
a=20 b=3 c=15 d=7 e=13 f=6 g=18 h=23 i=19  
j=10 k=8 l=2 m=24 n=14 o=25 p=5 r=17 s=4  
t=21 u=26 v=9 w=1 x=16 z=11

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

						a	n	t		
	21	25	2	13	17					
						a	n	c	e	
	4	13	9	13	17					
						a	n	c	e	
25	3	4	13	17	9					
							e	n	t	
20	7	25	2	13	4	15				
							e	n	c	e
15	25	14	9	13	14	19				

**Spelling Power****Unit 3 Review****Lessons 9–12**

**In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.**

1. Please check to see whether the fax transmittal has come through yet. \_\_\_\_\_
2. Emma edited her essay carefully because she wanted a good grade. \_\_\_\_\_
3. Tanya and Dave were satisfied to be understudies to the leads. \_\_\_\_\_
4. The lawyer objected to the question because he could not see its relevance. \_\_\_\_\_
5. After one occurrence of misbehavior, there will be consequences. \_\_\_\_\_
6. My dad is hoeing the garden for the spring planting. \_\_\_\_\_
7. The devaluation of the nation's currency was necessary, but it caused great hardship. \_\_\_\_\_
8. There is a beautiful display of petrified wood at the Natural History Museum. \_\_\_\_\_
9. That species of shrub has the hardiness necessary to survive the harsh winters here. \_\_\_\_\_
10. Because of his diligence, Inya caught the error in the bill. \_\_\_\_\_

**Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.**

- |               |           |                  |            |                |             |
|---------------|-----------|------------------|------------|----------------|-------------|
| 11. pettyness | attendant | 13. relevance    | abhorred   | 15. reverence  | attendent   |
| _____         | _____     | _____            | _____      | _____          | _____       |
| 12. edited    | reverance | 14. superficialy | clarifying | 16. stagnation | salvageable |
| _____         | _____     | _____            | _____      | _____          | _____       |

**In each set below, circle the word that illustrates the statement about adding a suffix to a root. Then write the word on the line provided.**

17. Double the final consonant if the suffix begins with a vowel and the last syllable of the root word is stressed.  
remitted      pettiness      \_\_\_\_\_
18. Do not change the *y* to *i* if the original word has a vowel before the *y*.  
relayed      belying      \_\_\_\_\_
19. When the suffixes *-ance* and *-ence* are added to word roots, they create nouns.  
sustenance      depressant      \_\_\_\_\_
20. Keep the final *e* when a word ends with *ce* or *ge* and you add a suffix that begins with *a* or *o*.  
engaging      salvageable      \_\_\_\_\_

**Spelling Power**

**Proofreading Application**

**Lessons 9–12**

**Read the theater review below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the article.**

The play *A Peacable Place*, by David Sharp, premiered last night at the Glover Theater. This absorbing tale is about a small town, some of its residents, and their secrets. The main character is Max, a local lawyer who has returned to town after an absence of twenty years to open a law practice. Max has an air of openness about him that attracts friends and clients. However, belieing his friendly outward appearance is a remorseful and depressed interior. Why? The play revolves around the mystifying cause of Max's internal turmoil and the question of whether he will eventually find the peace he hoped his return to his home town would provide.

The playwright does not leave you wondering. You will find it gratifying that, by evening's end, you come to understand what motivates Max. Although some details must be inferred, the revelation of his awful secrets succeeds in clarifying the action. You may be intensely dismaied by what you learn, but the revelation makes for riveting theater.

For the most part, the performances are excellent. Josh Serkes, who plays Max, made the audience care deeply for him, especially in the scene where he revealed all he regreted about his past. Even though I abhorred some of what I learned about his character, I still wanted all to turn out well for him.

Emily Dubre plays Nicole, the requisite love interest. An engageing young actress, she and Serkes play well off each other. In one scene, she sashaied across the floor into Serkes's arms, creating an extraordinary moment of theater. Her scenes with her grandfather do not work as well. She shows a dependant deference to him that borders on reverence. This attitude might have developed because the grandfather is played by veteran stage and screen performer John Rayner. Perhaps as the play's run continues, she will relax enough for her actions to seem more coherant.

The grandfather has the key role in the play, and Rayner is superb. The guardian of the town's secrets and, it turns out, a catalyst to both the cause and solution of Max's problems, Rayner gives a commanding performance. His monologue in the final act alone is worth the price of a ticket. No wonder Dubre is somewhat inhibited in his presence.

Don't miss this outstanding theater event!

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |

**Spelling Power****Lesson 13: The Suffixes -ize, -ise, -yze****Word Bank**

agonize	colonize	immortalize	immunize	popularize
revise	specialize	synchronize	televise	utilize

**Key Concepts**

Adding a suffix to a word often changes the word from one part of speech to another. The suffixes *-ise*, *-ize*, and *-yze* create verbs that mean “to make” or “to become.”

1. The suffix *-ize* is the most commonly used of the three. It can be added to a word root that ends in a consonant, as in *immortalize*, *popularize*, and *specialize*.
2. If the word root ends in *e* or *y*, that letter is dropped before *-ize* is added, as in *immunize*, *agonize*, and *colonize*.
3. The suffix *-ize* is also used with word roots that cannot stand alone, as in *synchronize* and *utilize*.
4. The suffix *-ise* often follows the letters *c*, *m*, *v*, or *pr*, as in *exercise*, *revise*, and *televise*.
5. The suffix *-yze* is used rarely. Commit to memory words such as *paralyze* and *analyze*.

**Spelling Practice**

Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.

- |                              |                             |                                  |
|------------------------------|-----------------------------|----------------------------------|
| 1. revize      popularize    | 5. specialyze      colonize | 8. immortallyse      synchronize |
| _____                        | _____                       | _____                            |
| 2. utilyze      agonize      | 6. agonise      utilize     | 9. popularise      specialize    |
| _____                        | _____                       | _____                            |
| 3. immunize      synchronyze | 7. televise      colonise   | 10. revise      immunityze       |
| _____                        | _____                       | _____                            |
| 4. televize      immortalize |                             |                                  |
| _____                        |                             |                                  |

**Spelling in Context**

In each case below, choose the correct suffix (*-ize*, *-ise*, or *-yze*) to make a complete word. Then write the complete words on the lines provided.

- |                  |               |
|------------------|---------------|
| 1. immun _____   | 4. agon _____ |
| 2. colon _____   | 5. rev _____  |
| 3. special _____ |               |

**LESSON 13 continued**

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

All the members of the Gleason family had to synchronise their watches. The television documentary that would immortalise their town was to begin promptly at 7:00 P.M. To get permission to televyze the show, the producer had visited every person involved in the story. The producer knew that the facts that she planned to utilyze would not popularyze her with local bureaucrats. She also ran the risk that the show would harm her career, but the issue of toxic waste was too important to overlook.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that contain the suffixes you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

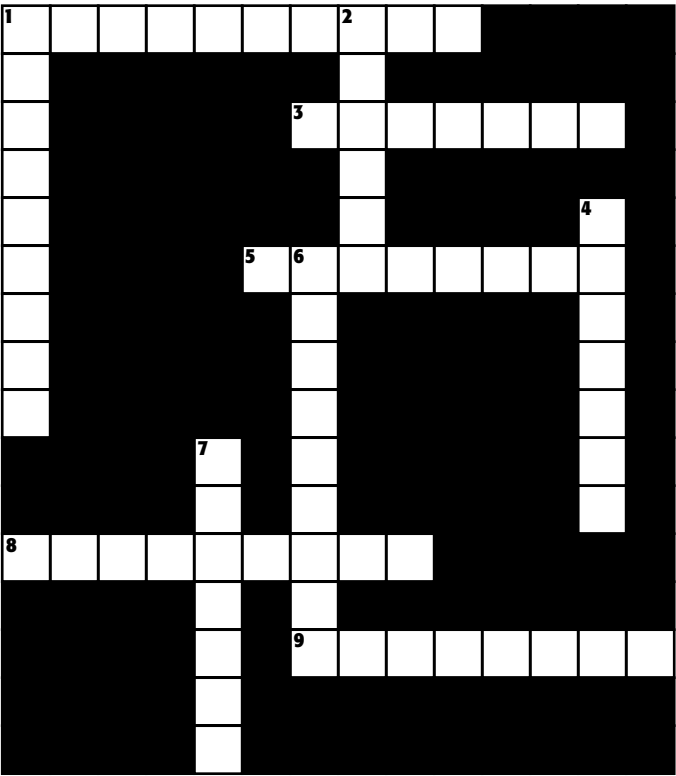
- analyze      despise      exercise      harmonize      ionize
- itemize      magnetize      scandalize      supervise      theorize

**Across**

1. to offend
3. to examine the parts
5. to speculate
8. to make magnetic
9. to perform physical activity

**Down**

1. to oversee
2. to form into charged particles
4. to hate
6. to bring into agreement
7. to list



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**Spelling Power****Lesson 14: Words Borrowed from Other Languages****Word Bank**

à la mode	antique	chinchilla	confetti	conquistador
debris	debut	guru	haiku	rendezvous

**Key Concepts**

Many words from other languages are now considered part of the English language. Few recognizable patterns apply to the spelling of these words. Learn their meanings and keep their origins in mind as you commit the words to memory.

- Words that are of French origin, many of which end in silent letters, include *à la mode*, which means “topped with ice cream”; *antique*, which means “very old” or “an item that is very old”; *debris*, which means “scattered fragments” or “trash”; *debut*, which means “first appearance”; and *rendezvous*, which means “meeting place” or “to meet.”
- Words from other languages include *chinchilla* (Spanish), “a small South American rodent with soft grey fur” or “the fur from a chinchilla”; *conquistador* (Spanish), which means “conqueror”; *confetti* (Italian), which means “bits of colored paper”; *guru* (Hindi), which means “influential teacher”; and *haiku* (Japanese), the name for a three-line verse form that has five syllables in the first line, seven in the second, and five in the third.

**Spelling Practice**

**Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.**

- |   |  |  |
|---|--|--|
| <p>1. rendezvous<br/>rendezvous<br/>_____</p> | <p>5. guru<br/>gooru<br/>_____</p>         | <p>8. debue<br/>debut<br/>_____</p>                |
| <p>2. chinchila<br/>chinchilla<br/>_____</p>  | <p>6. à la mode<br/>ala mode<br/>_____</p> | <p>9. antique<br/>antike<br/>_____</p>             |
| <p>3. debris<br/>debrie<br/>_____</p>         | <p>7. confette<br/>confetti<br/>_____</p>  | <p>10. conkwestador<br/>conquistador<br/>_____</p> |
| <p>4. hikoo<br/>haiku<br/>_____</p>           |  |  |

**LESSON 14 continued**

**Spelling in Context**

Decide which word from the Word Bank is defined in each phrase below. Then write the word on the line provided.

1. very old

\_\_\_\_\_
2. topped with ice cream

\_\_\_\_\_
3. a three-line Japanese verse form

\_\_\_\_\_
4. soft gray fur from a South American rodent

\_\_\_\_\_
5. an influential teacher

\_\_\_\_\_

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Three hours before the big parade begins, the participants assemble at the rendezvous point where musicians, marching units, and specialty groups do some last-minute practicing. When the officials indicate that the time has arrived to begin the parade, the grand marshal, who made his debut in that role some thirty years ago, leads the way like a conquistador returning home from war. For those who follow him, the miles pass in a blur of confetti thrown by enthusiastic spectators. Too soon, the celebration ends, leaving only debris in the streets as testimony to the grand occasion.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that are borrowed from other languages. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

- |        |       |         |         |         |
|--------|-------|---------|---------|---------|
| bonbon | burro | collage | kayak   | matador |
| plaza  | rodeo | seltzer | shampoo | veranda |
1. hamopos

\_\_\_\_\_
2. obnbno

\_\_\_\_\_
3. tlezesr

\_\_\_\_\_
4. algelco

\_\_\_\_\_
5. orbur

\_\_\_\_\_
6. akkay

\_\_\_\_\_
7. daotamr

\_\_\_\_\_
8. zplaa

\_\_\_\_\_
9. deravan

\_\_\_\_\_
10. oored

\_\_\_\_\_

**Spelling Power****Lesson 15: Possessives****Word Bank**

attendant's	district attorney's	Jesse James's	NATO's	oarsmen's
optimists'	Presidents' Day	theirs	Washington's Birthday	witness's

**Key Concepts**

The possessive form of a noun or pronoun indicates ownership of or a relationship with another noun or pronoun. To make a noun or pronoun possessive, use the following guidelines.

1. Add an apostrophe and *s* to singular common nouns, including those that end in *s* and compound nouns.  
attendant + 's = attendant's  
district attorney + 's = district attorney's  
witness + 's = witness's
2. Add an apostrophe and *s* to singular abbreviations.  
NATO + 's = NATO's
3. Add an apostrophe and *s* to proper nouns that end in *s*, *z*, or *x*. Exceptions are Greek proper names and the names *Jesus* and *Moses*, which take only an apostrophe.  
Jesse James + 's = Jesse James's  
Moses + ' = Moses'
4. Add only an apostrophe to plural nouns that ends in *s*.  
optimists + ' = optimists'
5. Add an apostrophe and *s* to plural nouns that do not end in *s*.  
oarsmen + 's = oarsmen's
6. Many holiday names contain possessives. The possessive may be singular, as in *Washington's Birthday*, or plural, as in *Presidents' Day*.
7. Do not add an apostrophe to possessive pronouns, as in *theirs*.

**Spelling Practice**

Listed below are seven spelling patterns for forming possessives. On the lines below each pattern, write the word or words from the Word Bank to which the pattern applies.

1. Add an apostrophe and *s* to plural nouns that do not end in *s*.  
\_\_\_\_\_
2. Add an apostrophe and *s* to all singular common nouns.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Add an apostrophe and *s* to the names of singular holidays.  
\_\_\_\_\_
4. Add an apostrophe and *s* to singular proper names and singular abbreviations.  
\_\_\_\_\_  
\_\_\_\_\_
5. Add an apostrophe to the plural names of some holidays.  
\_\_\_\_\_
6. Add only an apostrophe to plural nouns that end in *s*.  
\_\_\_\_\_
7. Do not add apostrophes to possessive pronouns.  
\_\_\_\_\_

**LESSON 15 continued**

**Spelling in Context**

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

1. Jesse James' reputation spread far and wide. \_\_\_\_\_
2. The police officer wrote down the witnesss testimony at the crime scene. \_\_\_\_\_
3. The district attorneys' pledge to devote himself to the welfare of children won votes. \_\_\_\_\_
4. NATOs most recent police action averted a tragic civil war. \_\_\_\_\_
5. The boat propelled by the oarsmen' rowing power skimmed over the water. \_\_\_\_\_

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Rob did not believe in the optimists forecast that the traffic on Washingtons' Birthday would be light. Remembering the heavy traffic on Presidents's Day, Rob decided to fly to his conference. With a flight attendants help, he was able to stow his portfolio on board. Rob was satisfied with his flight. He arrived on time for the meeting with his clients, relaxed and able to focus on his concerns and theirs'.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that fit the guidelines you have learned. Find them in the word maze and circle them. Then write the word or words from the maze to which each guideline applies.

economist's      establishment's      mother-in-law's      oxen's      heiresses'

m o t h e r - i n - l a w ' s

c x b l i s w r - x o p s a -

q e c o n o m i s t ' s ' a z

u n y i ' s e s s e r i e h y

i ' f y o m d h h v e r n l u

e s t a b l i s h m e n t ' s

1. Form the possessive of a singular noun by adding an apostrophe and s.  
\_\_\_\_\_
2. Form the possessive of a plural noun that ends in s by adding an apostrophe.  
\_\_\_\_\_
3. Form the possessive of a singular compound noun by adding an apostrophe and s.  
\_\_\_\_\_
4. Form the possessive of a plural noun that does not end in s by adding an apostrophe and s.  
\_\_\_\_\_

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**Spelling Power****Lesson 16: Homonyms****Word Bank**

choral / coral

click / clique

council / counsel

packed / pact

shear / sheer

**Key Concepts**

Homonyms are words that are pronounced the same way but have different spellings and meanings. There are no patterns for the spelling of homonyms. To decide which homonym to use in writing, keep in mind each homonym's meaning and the context in which it is to be used.

*choral*: sung by a choir; said by a group

*coral*: marine animal skeletons; deep pink

*click*: slight sharp sound; to make that sound

*clique*: small, exclusive group

*council*: administrative or legislative body

*counsel*: advice; to give advice; lawyer or lawyers

*packed*: placed things in a bundle or group for transport or storage; put closely together

*pact*: agreement or treaty

*shear*: to cut with scissors

*sheer*: very thin; very steep; absolute

**Spelling Practice**

In each set below, circle the word from the Word Bank whose meaning is close to that of the capitalized word or words. Then write the word.

- |                      |         |         |       |
|----------------------|---------|---------|-------|
| 1. BUNDLED           | pact    | packed  | _____ |
| 2. THIN              | sheer   | shear   | _____ |
| 3. LAWYER            | council | counsel | _____ |
| 4. GROUP             | click   | clique  | _____ |
| 5. READ TOGETHER     | choral  | coral   | _____ |
| 6. SHARP SOUND       | clique  | click   | _____ |
| 7. AGREEMENT         | pact    | packed  | _____ |
| 8. CUT               | sheer   | shear   | _____ |
| 9. DEEP PINK         | coral   | choral  | _____ |
| 10. LEGISLATIVE BODY | council | counsel | _____ |

LESSON 16 continued

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

- 1. The seamstress had to \_\_\_\_\_ the material diagonally.
- 2. It wasn't until I heard the \_\_\_\_\_ of the lock that I remembered my keys were inside.
- 3. The exercise called for a \_\_\_\_\_ reading by the whole class.
- 4. The clothes were very wrinkled after being \_\_\_\_\_ for so long.
- 5. The handbook will offer \_\_\_\_\_ to parents of teenage children.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The counsel granted the research team enough money to finance their trip to the choral reefs. The scientists, who had waited for years for this opportunity, were in a state of shear excitement. Before embarking, the scientists made a packed forbidding the formation of any click that would threaten the group's unity and the spirit of cooperation.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Spelling Application

Listed below are five additional pairs of homonyms. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

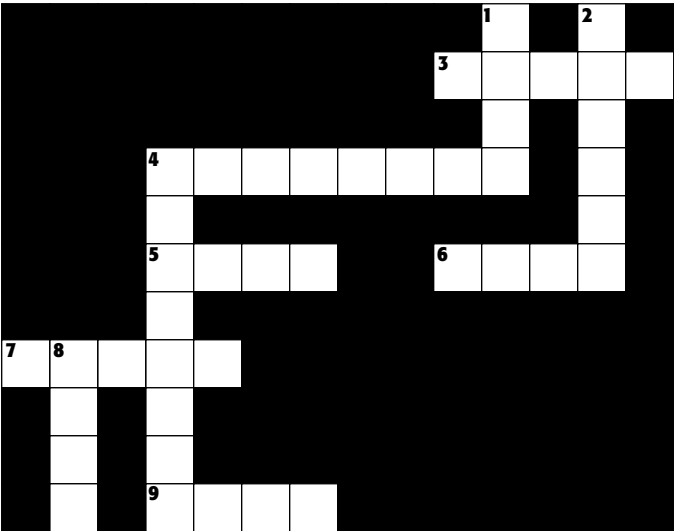
holy / wholly      instance / instants      knead / need      might / mite      serf / surf

Across

- 3. power
- 4. an example
- 5. " \_\_\_\_\_ 's up!"
- 6. sacred
- 7. to mix bread dough with the hands
- 9. medieval peasant

Down

- 1. a small creature
- 2. entirely
- 4. moments
- 8. require



**Spelling Power****Unit 4 Review****Lessons 13–16**

Read each statement below about how to make the italicized noun possessive. Then on the lines provided, write the correct possessive form and indicate whether the statement is correct or incorrect.

1. Add *s* and an apostrophe to make *oarsmen* possessive.

\_\_\_\_\_  
\_\_\_\_\_

3. Add only an apostrophe to *Jesse James*.

\_\_\_\_\_  
\_\_\_\_\_

5. Do not add an apostrophe to *Presidents Day*.

\_\_\_\_\_  
\_\_\_\_\_

2. Add an apostrophe and *s* to *witness*.

\_\_\_\_\_  
\_\_\_\_\_

4. Add an apostrophe and *s* to the abbreviation *NATO*.

\_\_\_\_\_  
\_\_\_\_\_

Complete each sentence below with the correct word from one of the four preceding Word Banks.

6. The \_\_\_\_\_ of her heels on the tile floor was amplified in the long empty hall.
7. The \_\_\_\_\_ reefs are dangerous to divers who come upon them unexpectedly.
8. The rescue workers will \_\_\_\_\_ off the top of the car to try to free the driver.
9. On my return trip from France, my suitcase was so \_\_\_\_\_ with gifts that I had no room for my clothing.
10. In Greek plays, four actors will be reading the \_\_\_\_\_ part, which comments on the action of the play.

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.

- |                 |            |               |              |               |             |
|-----------------|------------|---------------|--------------|---------------|-------------|
| 11. colonyze    | immunize   | 15. debut     | chincilla    | 18. antique   | agonyze     |
| _____           | _____      | _____         | _____        | _____         | _____       |
| 12. utilise     | rendezvous | 16. confettee | revise       | 19. televyse  | specialize  |
| _____           | _____      | _____         | _____        | _____         | _____       |
| 13. popularize  | hikue      | 17. debris    | conquistador | 20. à la mode | synchronyse |
| _____           | _____      | _____         | _____        | _____         | _____       |
| 14. immortalise | guru       |               |              |               |             |
| _____           | _____      |               |              |               |             |

**Spelling Power**

**Proofreading Application**

**Lessons 13–16**

**Read the body of the letter to the editor below. Find the twenty misspelled words and circle them. Then write the correct spellings of the word on the lines below the letter.**

As a concerned taxpayer, I am disturbed by some of the measures that a powerful click in the city council has pushed through the mayor’s office in recent months.

The first item came to my attention after the antiequ automobile rally on Washingtons’ Birthday. In a news release, the district attorneys office announced that there would be amnesty for all who hadn’t paid the fines on their parking tickets. City officials might as well have torn up the laws and used them as confettie! What does the amnesty tell citizens who have paid their’s? I am certain that the idea was meant to popularise the members of the city council with their constituents, but whoever came up with this plan must revize it. This move may immortalise those who pushed it through, but not in a positive way.

The mayor also received poor council when he made a packed recently with city road workers. The agreement allows road workers to use snowplows for private contracts after the city streets are cleared of snow and storm debres. This is shear misuse of city property. Optimists statements to the press show support for Mayor Dell’s debue in city government. They are trying to convince us the mayor means well, but just as others agonise over the consequences of their choices, so should he. He must immunise himself against the flattery of council members who take turns playing an attendants role to prevent the mayor from making up his mind independently.

I am writing this letter to publicize these recent outrages and to rally support to stop abuses of power. I would be happy to rendezvue with the city representatives and the mayor to express my feelings in person.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |



**Spelling Power****Lesson 17: Syllabication****Word Bank**

cultural	illuminate	makeshift	media	meditate
offensive	perspective	pious	revision	substantial

**Key Concepts**

When you are unsure of how to spell a word with more than one syllable, sound out the word. Say the word aloud slowly. Listen to the way that the word breaks naturally into parts called syllables, the units of pronunciation. Then starting with the first syllable, spell each syllable individually until you have spelled the entire word. This process often follows the patterns listed below. Learn these patterns as one aid to spelling.

1. Compound words break into the words of which they are composed, as in *make-shift*.
2. Affixes—prefixes and suffixes—usually form separate syllables, as in *re-vi-sion* and *sub-stan-tial*.
3. A new syllable usually begins after a long vowel sound, as in *me-di-a* and *pi-ous*.
4. A single vowel sound may form its own syllable, as in *med-i-tate*.
5. A syllable with a short vowel sound usually ends with the consonant that follows the short vowel, as in *cul-tur-al*, *il-lu-mi-nate*, *of-fen-sive*, and *per-spec-tive*.

**Spelling Practice**

**Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.**

- |                                   |  |  |
|-----------------------------------|--|--|
| 1. makeshift    makshift<br>_____ | 5. revision    revizion<br>_____       | 8. iluminate    illuminate<br>_____    |
| 2. media    mediya<br>_____       | 6. perspectave    perspective<br>_____ | 9. substansial    substantial<br>_____ |
| 3. pious    pieus<br>_____        | 7. meditat    meditate<br>_____        | 10. cultural    culturrall<br>_____    |
| 4. ofensive    offensive<br>_____ |  |  |

**Spelling in Context**

**Complete each sentence below with the correct word from the Word Bank.**

1. Someone who is \_\_\_\_\_ is devout.
2. Turn the light on to \_\_\_\_\_ the room.
3. A commercial is likely to be \_\_\_\_\_ if it is insulting or rude.

**LESSON 17 continued**

4. If you \_\_\_\_\_ on a problem, your reflection will often help you find a solution.
5. Even if you do not have a tent, you can create a \_\_\_\_\_ shelter using a blanket and branches.

**Proofreading Practice**

Read the note below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the note.

Aaron,

Congratulations. I think that the final revision of your essay is a tremendous success. I thoroughly enjoyed reading your insightful analysis of how media influences cultural trends. The progress you have made since the first draft is substantial. What was once cloudy and vague is now sharp and clear. Your perspective is fresh and your summary is thoughtful. Good work!

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that fit the patterns you have learned. Find the words in the word maze and circle them. Then write the words from the maze on the lines provided.

defraud      efficient      facility      impeachment      partition

i m p e a c h m e n t

t e a f i r t t l c n

i f r f a c f r i a e

l r t l c l i e a f i

y t i l i c a f d p c

i e t f f l r e f a i

c t i l i c a f n e f

a n o l t r a p e t f

f i n d e f r a u d e

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_
2. \_\_\_\_\_ 4. \_\_\_\_\_

**Spelling Power****Lesson 18: Spelling Through Word Analysis****Word Bank**

deforestation	disproved	inconsistent	misstatement	outwearing
overrated	prehistoric	underlying	uninspired	unjustly

**Key Concepts**

Through word analysis, it is possible to determine a word's meaning and spelling. To analyze a word, divide it into its basic parts—a word root and sometimes a prefix and/or a suffix. Recognizing word parts can help you apply spelling patterns.

1. Prefixes, which have their own meanings, change the meaning of the roots to which they are attached.  
*inconsistent* = not consistent  
*misstatement* = bad or inaccurate statement  
*overrated* = too highly rated  
*prehistoric* = before recorded history  
*underlying* = lying under  
*uninspired* = not inspired
2. Suffixes usually indicate that words are certain parts of speech. Suffixes do not usually change the meaning of the word roots.  
disprove + ed (verb suffix) =  
disproved (verb, past tense of disprove)  
unjust + ly (adverb suffix) =  
unjustly (adverb) in an unjust manner
3. To analyze a word that has a prefix and a suffix, separate the word into its parts and determine the meaning of each part.  
*de-* = down  
*forest* = area of trees  
*-ation* = (noun suffix) process  
*deforestation* = (noun) process of taking down trees  
*out-* = exceeding  
*wear* = to use as clothing  
*-ing* = (verb suffix, past participle ending)  
*outwearing* = (verb) exceeding normal use

**Spelling Practice**

In each case below, add the prefix and the suffix indicated. Then write the new word on the line provided.

- |                                   |                                    |                                   |
|-----------------------------------|------------------------------------|-----------------------------------|
| 1. just + (un, ly) =<br>_____     | 5. inspire + (un, ed) =<br>_____   | 8. rate + (over, ed) =<br>_____   |
| 2. lie + (under, ing) =<br>_____  | 6. consist + (in, ent) =<br>_____  | 9. history + (pre, ic) =<br>_____ |
| 3. state + (mis, ment) =<br>_____ | 7. forest + (de, ation) =<br>_____ | 10. wear + (out, ing) =<br>_____  |
| 4. prove + (dis, ed) =<br>_____   |                                    |                                   |

**LESSON 18 continued**

**Spelling in Context**

For each item below, insert a word from the list between the prefix and suffix to make a word from the Word Bank.

history      inspire      just      rate      wear

1. un\_\_\_\_\_ed
2. un\_\_\_\_\_ly
3. pre\_\_\_\_\_ic
4. over\_\_\_\_\_ed
5. out\_\_\_\_\_ing

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Our research committee studied the effects of diforestation on the environment. Because our find-ings were innconsistent with our hypothesis, we are convinced that we have dysproved our original the-ory. However, some reporters have misinterpreted our results and claim that the removal of forests does not harm the environment. This idea is a gross mistatement of our research results. We must con-tinue to study the underlyng principles before we can make recommendations.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are six additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.

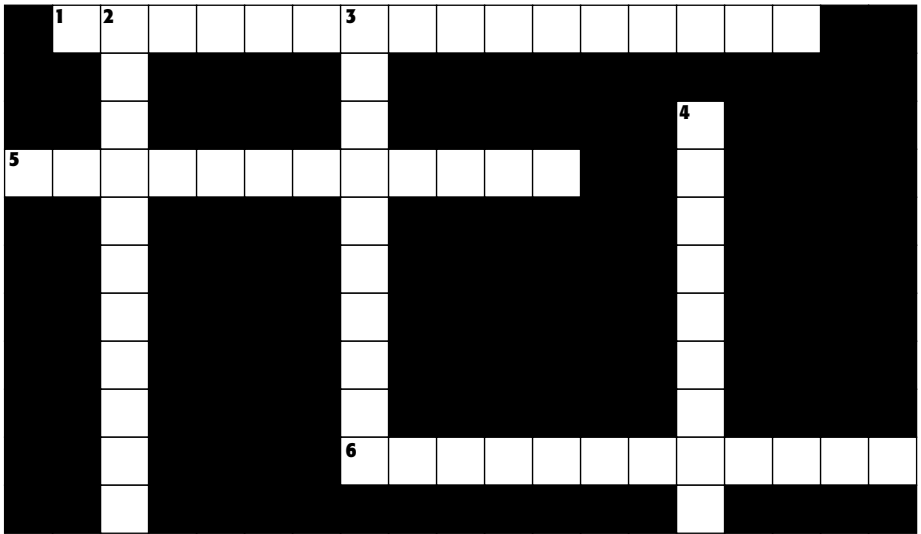
dethronement      incomprehensible      nonexistent      outspoken      preconceived      rereleased

**Across**

1. not comprehensible
5. already conceived
6. removal from the throne

**Down**

2. not existing
3. released again
4. candid



**Spelling Power****Lesson 19: Prefixes with a Single Meaning****Word Bank**

benefactor	coincide	collaborate	conformist	interlude
malpractice	misconstrue	nontoxic	presumption	subtropical

**Key Concepts**

Adding a prefix to the beginning of a word root changes its meaning without changing its spelling. Some prefixes have only one meaning. Learning these prefixes will help you spell words that contain them.

- Some prefixes have negative meanings: *mal-* means "bad"; *mis-* means "wrong"; and *non-* means "not." *Malpractice* means "bad or improper practice." *Misconstrue* means "to understand wrongly." *Nontoxic* means "not poisonous."
- The prefix *bene-* means "good." A *benefactor* is "a maker of good" or "one who gives."
- Some prefixes provide information about place or location: *inter-* means "between"; *pre-* means "before"; and *sub-* means "below." An *interlude* is "a break between two events." A *presumption* is "an assumption made before all facts are known." *Subtropical* means "below or nearly tropical."
- The prefix *com-* means "with" or "together." It is spelled *com-* before the letters *b*, *p*, and *m*. It is spelled *con-* before many other consonants. The prefix is changed to *col-* before *l* and to *cor-* before *r*. *Co-* is used before *h*, *w*, and vowels. A *conformist* is "one who agrees with others." *Collaborate* means "to work with." *Coincide* means "to occur with."

**Spelling Practice**

In each case below, add a prefix from the list to the word root to make a new word. Then write the entire new word on the line provided. Some prefixes can be used more than once.

bene-	com-	co-	con-	mal-
mis-	non-	pre-	sub-	inter-

- |                        |                         |
|------------------------|-------------------------|
| 1. _____sumption _____ | 6. _____lude _____      |
| 2. _____toxic _____    | 7. _____tropical _____  |
| 3. _____incide _____   | 8. _____construe _____  |
| 4. _____formist _____  | 9. _____laborate _____  |
| 5. _____factor _____   | 10. _____practice _____ |

**Spelling in Context**

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.

- You can see many lush subbtropical plants in the botanical gardens. \_\_\_\_\_
- Shelley is a comformist when it comes to fashion. \_\_\_\_\_

LESSON 19 continued

3. Most states require doctors to carry malepractice insurance. \_\_\_\_\_
4. Tim canceled his trip; it would comincide with his swim meet. \_\_\_\_\_
5. All of the toys in the nursery are made of nantoxic materials. \_\_\_\_\_

Proofreading Practice

Read the letter below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the letter.

Dear Editor,

Reporters continue to missconstrew my intentions. A primary benifactor of the Wason Art Museum, I believe in giving its curators free rein. I colaborate with the board on financial decisions, but I have never had the pressumption to interfere with artistic management.

I trust that this letter will be the final statement in what has become a confusing and bitter intirlude.

Sincerely,  
Nancy Carson, M.D.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Spelling Application

Listed below are five additional words that fit the patterns you have learned. The prefixes have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

commemorate

comply

misstep

presuppose

submit

**CODE**  
a=12; b=8; c=4; d=25; e=20; f=16; g=15; h=11; i=7;  
j=3; k=24; l=19; m=18; n=14; o=10; p=6; q=2; r=23;  
s=22; t=17; u=13; v=9; w=5; x=1; y=26; z=21

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

			s	u	b							
						18	7	17				
			c	o	m							
						6	19	26				
		m	i	s								
					22	17	20	6				
	p	r	e									
				22	13	6	6	10	22	20		
c	o	m										
			18	20	18	10	23	12	17	20		

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**Spelling Power****Lesson 20: Prefixes with More than One Meaning****Word Bank**

adjacent	antidote	appendage	discredit	immoral
incompatible	repel	superfluous	transpose	unyielding

**Key Concepts**

Some prefixes have more than one meaning. Learning these prefixes and their various meanings will help you spell words that contain these prefixes.

1. The prefix *ad-* can mean "nearness to," as in *adjacent* and *appendage*, or "motion toward," as in *appearance*. Note that the spelling of *ad-* is often changed to create a double consonant.
2. The prefix *anti-* can mean "cures" or "prevents," as in *antidote*; "against," as in *antiwar*; or "opposite," as in *anticlimax*.
3. The prefix *dis-* can mean "lack of," as in *discredit*, or "not," as in *dissimilar*.
4. The spelling of the prefix *in-* is often changed to create a double consonant. The prefix is spelled *il-* before an *l*, *ir-* before an *r*, and *im-* before *m*, *p*, or *b*. *In-* can mean "not," as in *incompatible* and *immoral* or "into," as in *illuminate*.
5. The prefix *re-* can mean "back," as in *repel*, or "again," as in *rerun*.
6. The prefix *super-* can mean "over and above," as in *superfluous*, or "very large," as in *superhighway*.
7. The prefix *trans-* can mean "across," as in *transpose*, or "beyond," as in *transcendent*. Note that the final *s* in *trans-* is often dropped before a word root such as *scend* that begins with *s*.
8. The prefix *un-* can mean "not," as in *unyielding*, or "the reverse of," as in *undress*.

**Spelling Practice**

In each case below, combine the prefix with the word or word part. Then write the newly formed word on the line provided.

- |                               |                             |                              |
|-------------------------------|-----------------------------|------------------------------|
| 1. re + pel =<br>_____        | 5. ad + pendage =<br>_____  | 8. anti + dote =<br>_____    |
| 2. trans + pose =<br>_____    | 6. in + moral =<br>_____    | 9. super + fluous =<br>_____ |
| 3. ad + jacent =<br>_____     | 7. un + yielding =<br>_____ | 10. dis + credit =<br>_____  |
| 4. in + compatible =<br>_____ |                             |                              |

**LESSON 20 continued**

**Spelling in Context**

Complete each sentence with the correct word from the Word Bank.

- 1. The robot’s mechanical arm was its only functional \_\_\_\_\_.
- 2. There is no known \_\_\_\_\_ to that snake’s venom.
- 3. The smear campaign was an attempt to \_\_\_\_\_ the other candidate.
- 4. Can you \_\_\_\_\_ the song into another key?
- 5. A magnetic field can both attract and \_\_\_\_\_ many objects.

**Proofreading Practice**

Read the paragraph below, find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

We, the undersigned, strongly object to the maverick rezoning plan currently under consideration. Not only is this plan incompatible with our community goals, it is against the law. The new business areas created by the plan will result in suprefluous retail activity. The peacefulness and privacy of the adjacent neighborhoods and parks will be destroyed. We will present a unified and unnyielding front to prevent what we consider an inmoral and unlawful plan.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that fit the patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

- |               |          |                  |            |            |
|---------------|----------|------------------|------------|------------|
| accomplice    | disallow | discharge        | immaterial | immobilize |
| recur         | regain   | superlative      | transition | unprovoked |
| 1. uerrc      | _____    | 6. pknodrevuo    | _____      |            |
| 2. eignra     | _____    | 7. lpsiavelteure | _____      |            |
| 3. dlilaosw   | _____    | 8. shigdeacr     | _____      |            |
| 4. cloipcmeac | _____    | 9. nntaiirsto    | _____      |            |
| 5. mbeizomiil | _____    | 10. maeltraimi   | _____      |            |



**Spelling Power****Unit 5 Review****Lessons 17–20**

**In each sentence below, write the word on the line provided whose meaning is close to that of the capitalized word or words.**

1. Hanging soap near plants may **WARD OFF** deer. \_\_\_\_\_
2. Caryn lives in the apartment **NEXT** to mine. \_\_\_\_\_
3. I have made many improvements in the final **DRAFT** of my story. \_\_\_\_\_
4. A scapegoat is someone who is **UNFAIRLY** blamed for someone else's offense. \_\_\_\_\_
5. When she needs to think about a problem, she goes to the beach to **CONTEMPLATE**. \_\_\_\_\_
6. He found her language **OBNOXIOUS** and was put off by it. \_\_\_\_\_
7. The monk's **HOLY** attitude made the others want to emulate his ways. \_\_\_\_\_
8. The **REMEDY** for this poison works quickly, but it tastes bitter. \_\_\_\_\_
9. Please **CONVERT** the piano music to guitar music. \_\_\_\_\_
10. She used the newspaper as a **TEMPORARY** umbrella. \_\_\_\_\_

**Combine each word and prefix below. Then write the new word on the line provided.**

11. in + moral = \_\_\_\_\_
12. sub + tropical = \_\_\_\_\_
13. non + toxic = \_\_\_\_\_
14. out + wearing = \_\_\_\_\_
15. pre + historic = \_\_\_\_\_

**Decide which word from the Word Banks in the four preceding lessons is defined in each phrase below. Then write it on the line provided.**

16. a period that comes in the middle of an event or process \_\_\_\_\_
17. something attached to a larger entity \_\_\_\_\_
18. valued much too highly \_\_\_\_\_
19. forming the basis of, or supporting \_\_\_\_\_
20. a person who likes to be similar or identical to others \_\_\_\_\_

**Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.**

21. substantial    substancial    23. incompatible    imcompatible    25. inluminare    illuminate

\_\_\_\_\_

22. mispractice    malpractice    24. imconsistent    inconsistent

\_\_\_\_\_

**Spelling Power**

**Proofreading Application**

**Lessons 17–20**

**Read the letter to the editor below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the letter.**

To the Editor:

I am writing to offer my persepektive on the issue raised in last week’s editorial column. Your claim that today’s teenagers are all inmoral and inconsiderate is inconsistant with my experience as principal at James Madison High School. Your editorial served only to disscredit the wonderful teenagers who reside in our area.

Last month twenty-four of my students helped to colaborate on a community project to prevent deforstation in Bear Mountain Park. Their successful efforts gathered positive medea attention, which you failed to acknowledge in your editorial.

Another weak claim put forth by your uninspyred column was that the teenagers of today are cultur-ally uneducated. This is an outrageous mistatement. Your subsumption that local teens have no interest in cultueal events can be disproofed by the recent activities of the JMHS Art Club. The Club, which boasts more than fifty members, sponsored a trip to the Windy Heights Art Museum on April 12. Four primary benafactors of the museum responded to the dedication of the teens by donating money for summer art workshops. The teens also helped thirty elementary school students to inluminare a new collection by local artists, which is now on display at the public library. In doing so, the teens both shared their enthusiasm for art with younger children and contributed to the set-up of an art exhibit that is free to the public.

I could provide more examples of the substancial impact that our local teens have made on the community, but I feel that saying more here would be sooperfluous. I am sorry that your view does not comincide with mine, but I hope you will not continue to missconstrue the actions of today’s teenagers. As a respected editor, I am sure that you will not be so unnyielding as to maintain views that are incompatible with those of the community as a whole. Thank you.

Sincerely,  
Portia Sedgewick  
Principal, James Madison High School

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |

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**Spelling Power****Lesson 21: Noun Suffixes****Word Bank**

anarchist	barbarism	diplomacy	eviction	fission
logician	parity	persuasion	platitude	revelry

**Key Concepts**

Adding a suffix to the end of a word root usually changes the word root to a different part of speech. A suffix that turns a word root into a noun is called a noun suffix. Knowing the meanings of suffixes and how to spell them can help you understand and spell many words.

1. The suffixes *-sion*, *-tion*, and *-tude* mean "action, condition, process, or result of," as in *persuasion*, *fission*, *eviction*, and *platitude*.
2. The suffixes *-cy*, *-ry*, and *-ity* mean "condition or quality of," as in *diplomacy*, *revelry*, and *parity*.
3. The suffix *-ism* means "an action, practice, condition, or characteristic conduct," as in *barbarism*.
4. The suffixes *-ist* and *-ian* mean "one who practices or supports," as in *anarchist* and *logician*.

**Spelling Practice**

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.

- |                                    |                                      |                                     |
|------------------------------------|--------------------------------------|-------------------------------------|
| 1. platatude    platitude<br>_____ | 5. persuasion    persuasion<br>_____ | 8. logitian    logician<br>_____    |
| 2. barberism    barbarism<br>_____ | 6. anarchist    anarchest<br>_____   | 9. parity    parety<br>_____        |
| 3. fission    fission<br>_____     | 7. evicsion    eviction<br>_____     | 10. diplomacy    diplomicy<br>_____ |
| 4. revalry    revelry<br>_____     |                                      |                                     |

**Spelling in Context**

Decide which word from the Word Bank is described in each sentence below. Then write the word on the line.

1. Atoms are split to produce energy in a nuclear reaction. \_\_\_\_\_
2. Representatives of several nations conduct a process of negotiation. \_\_\_\_\_
3. The various groups achieved a state of equality or balance. \_\_\_\_\_
4. An-Mei practices and specializes in the rules of logical statements and proofs. \_\_\_\_\_
5. Warren supports free associations over government and authority. \_\_\_\_\_

**LESSON 21 continued**

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Ana and Ollie threw an elaborate party in their apartment. The revelrey included dancing, music, and displays of daring by a band of traveling circus performers. Unfortunately Ana and Ollie’s neighbors complained bitterly the next day, accusing the party goers of barbaresm and indecency. Ana and Ollie tried to soothe their neighbors with apologies and platitutes, but their powers of persuation were not enough. One week later, their landlord handed them an evictian notice. Perhaps Ana and Ollie should have invited the landlord.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words that fit the patterns you have learned. Find them in the word maze and circle them. Then write the appropriate word or words from the maze to which each pattern applies on the lines provided.

accuracy                      approximation                      attitude                      pragmatism                      technician

b u t t i y h j m f t w q  
e h j y o e c t h k e s q  
u w p r r y c a r u c c a  
j r r d g a s j g y h o p  
o u a y e t v n p i n d y  
f g g t w e v c a s i n k  
b j m y t k r y b c c w q  
s d a u f i w r m c i v v  
e b t u n u t x x v a v n  
d m i u a y q u l l n s f  
f n s i y e y r d w w z s  
q h m n e r y m t e x x z  
a p p r o x i m a t i o n

1. Pattern 1: The suffixes *-tion* and *-sion* mean “action or process of.”  
\_\_\_\_\_
2. Pattern 2: The suffixes *-cy*, *-ry*, and *-ity* mean “state of.”  
\_\_\_\_\_
3. Pattern 3: The suffix *-ism* means “characteristic conduct.”  
\_\_\_\_\_
4. Pattern 4: The suffix *-tude* means “state or quality of.”  
\_\_\_\_\_
5. Pattern 5: The suffixes *-ist* and *-ian* mean “one who practices or supports.”  
\_\_\_\_\_

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**Spelling Power****Lesson 22: Adjective Suffixes****Word Bank**

ambitious	audible	corruptible	despicable	hideous
invincible	irrepressible	mysterious	outrageous	suspicious

**Key Concepts**

A suffix that changes a word root from a particular part of speech into an adjective is called an adjective suffix. The adjective suffixes *-ous*, *-ious*, *-eous*, *-cious*, and *-tious* all mean “full of, characterized by, like, or having.” Try to visualize these words as you study them.

1. The suffix *-ous* usually follows a noun. If the noun ends in a silent *e*, drop the *e* before adding *-ous*. An exception is *outrageous*.
2. The suffix *-ious* is more common than *-eous*. When adding *-ous* to a noun that ends in *y*, first change the *y* to *i*, as in *mysterious*.
3. Commit words that end with *-eous*, such as *hideous*, to memory.
4. The suffixes *-cious* and *-tious* do not follow patterns. Commit the adjectives *ambitious* and *suspicious* to memory.
5. The suffix *-able* means “able to be.” It is added to a complete verb, a verb that ends in a silent *e* that has been dropped, or a word root that ends in a hard *c* or *g*, as in *despicable*.
6. The suffix *-ible* has the same meaning as *-able*. It is added to a word root that ends in *ss*, as in *irrepressible*; a word root that ends in a soft *c* or *g*, as in *invincible*; or a word root that is not a complete word, as in *audible*. If a word takes the *-ion* suffix as a noun, it usually takes the *-ible* as an adjective, as in *corruptible*.

**Spelling Practice**

**Draw a line through the word in each set below whose meaning is opposite the meaning of the capitalized word. Then write the word.**

- |                |               |               |       |
|----------------|---------------|---------------|-------|
| 1. PURE        | corruptible   | outrageous    | _____ |
| 2. BEAUTIFUL   | suspicious    | hideous       | _____ |
| 3. SUBDUED     | mysterious    | irrepressible | _____ |
| 4. SILENT      | audible       | despicable    | _____ |
| 5. TRUSTING    | suspicious    | ambitious     | _____ |
| 6. VULNERABLE  | corruptible   | invincible    | _____ |
| 7. OBVIOUS     | mysterious    | hideous       | _____ |
| 8. LAZY        | audible       | ambitious     | _____ |
| 9. LIKABLE     | irrepressible | despicable    | _____ |
| 10. ACCEPTABLE | outrageous    | invincible    | _____ |

LESSON 22 continued

Spelling in Context

Complete each sentence below with the correct word from the Word Bank.

- 1. Isaac's \_\_\_\_\_ spirit made him welcome at parties.
- 2. The monster's face was \_\_\_\_\_ to see.
- 3. Lily loved to shock people with \_\_\_\_\_ stunts and jokes.
- 4. His brother's lies were \_\_\_\_\_.
- 5. Until they lost, the soccer team had felt \_\_\_\_\_.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the words correctly.

Newton was an ambitious young accountant, but he had a mystereous air about him, and his office was always littered with candy bar wrappers. His supervisor, noticing that money was missing from the ledgers, grew suspicious that his employee was corruptable. Then one day Newton's clearly audible voice confirmed the supervisor's worst fears. Newton was embezzling funds because he was a chocoholic.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

Spelling Application

Listed below are five additional words that fit the patterns you have learned. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

desirous      gracious      lovable      passable      responsible

CODE

a=9 b=2 c=22 d=15 e=21 f=4 g=8 h=16 i=25 j=7  
k=14 l=1 m=19 n=23 o=13 p=24 q=3 r=18 s=12  
t=10 u=5 v=6 w=26 x=17 y=11 z=20

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

				a	b	l	e
		1	13	6			
					o	u	s
	15	21	12	25	18		
					i	o	u
		8	18	9	22		
						a	b
		24	9	12	12		
						i	b
18	21	12	24	13	23	12	

**Spelling Power****Lesson 23: Verb Suffixes****Word Bank**

agitate	broaden	concentrate	electrify	enlighten
falsify	incinerate	liquefy	separate	translate

**Key Concepts**

A verb suffix is a word ending that can be added to a word root to create a verb. Knowing the following verb suffixes and their meanings will help you understand and spell words that contain them. The verb suffixes *-ate*, *-fy*, and *-en* all mean “to cause to become.”

1. The suffix *-ate* is used to form verbs from certain word roots that cannot stand alone, as in *agitate*, *concentrate*, *incinerate*, *separate*, and *translate*.
2. The suffix *-fy* is added to nouns and adjectives to make verbs. Notice that *-fy* can come after an *e* or an *i*, as in *liquefy*, *electrify*, and *falsify*. Commit these words to memory.
3. The suffix *-en* is used to form verbs from adjectives, as in *broaden* and *enlighten*.

**Spelling Practice**

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.

1. sepearate      separate

\_\_\_\_\_

2. falsify      falsefy

\_\_\_\_\_

3. electrafy      electrify

\_\_\_\_\_

4. concentrite      concentrate

\_\_\_\_\_

5. incenerate      incinerate

\_\_\_\_\_

6. liquefy      liquafy

\_\_\_\_\_

7. broadin      broaden

\_\_\_\_\_

8. agitate      agetate

\_\_\_\_\_

9. enlighten      enlightan

\_\_\_\_\_

10. translite      translate

\_\_\_\_\_

**LESSON 23 continued**

**Spelling in Context**

In each sentence below, find the misspelled word and circle it. Then write it correctly on the line provided.

1. Workers in a steel factory heat iron in a furnace until it begins to liquafy. \_\_\_\_\_
2. The corrupt detective was arrested when he was caught trying to falsefy evidence. \_\_\_\_\_
3. Many communities have passed laws that make it a crime to incinerrat leaves and lawn clippings. \_\_\_\_\_
4. The march was organized to agitite for stricter environmental controls. \_\_\_\_\_
5. A threshing machine that could sepearate the husks of grains from their seeds was an important labor-saving invention. \_\_\_\_\_

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

The librarian truly enjoyed her job. She took pride in helping people to broadin their horizons. She felt that books could enlightten their readers by exposing them to new ideas. However, the part of her day that she loved the most came after the library closed. When the rooms were silent, she was able to concentrat and translait French narratives to research the *voyageurs* in the early exploration of North America. Their way of life and that bygone era were subjects that never failed to electricfy her mind.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that fit the patterns you have learned. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

- |             |           |            |             |           |
|-------------|-----------|------------|-------------|-----------|
| demonstrate | elaborate | embolden   | heighten    | intensify |
| mystify     | nominate  | straighten | triangulate | validate  |
1. gneetihh \_\_\_\_\_
2. mnneitoa \_\_\_\_\_
3. braeletao \_\_\_\_\_
4. sfymiyt \_\_\_\_\_
5. atsdeenmotr \_\_\_\_\_
6. snyfiient \_\_\_\_\_
7. dtevlaia \_\_\_\_\_
8. tgrhnetsai \_\_\_\_\_
9. grteatluiian \_\_\_\_\_
10. odenmble \_\_\_\_\_



**Spelling Power****Lesson 24: Adverb Suffixes****Word Bank**

comprehensibly	craftily	drolly	dryly	edgewise
leastwise	melodically	memorably	utterly	windward

**Key Concepts**

An adverb suffix is a word ending that can be added to a word or word root to create an adverb. The adverb suffixes *-ly*, *-ily*, and *-ally* are used to create adverbs from adjectives. When spelling these suffixes, keep the following guidelines in mind.

- The suffix *-ly* normally follows a word that ends in a consonant, as in *utterly*.
- When a word ends in */e* or a silent *e*, drop the */e* or *e* and add *-ly*.  
comprehensible + *ly* = *comprehensibly*  
memorable + *-ly* = *memorably*
- When a word ends in */l*, drop the final */* before adding *-ly*.  
droll + *ly* = *drolly*
- When a word ends in a consonant + *y*, change the *y* to *i* and add *-ly*.  
crafty + *ly* = *craftily*  
An exception to remember: *dry* + *ly* = *dryly*
- When a word ends in */ic*, use the suffix *-ally*, as in *melodically*.
- The suffixes *-wise* and *-ways* mean "in the manner of," as in *edgewise* and *leastwise*.
- The suffix *-ward* means "toward," as in *windward*.

**Spelling Practice**

Decide which suffix should be added to make a word. Then write the complete word on the line provided.

- |                                     |                                     |   |
|-------------------------------------|-------------------------------------|---|
| 1. memorable + (ly, ily) =<br>_____ | 5. dry + (ily, ly) =<br>_____       | 8. comprehensible + (ly, ally) =<br>_____ |
| 2. utter + (ally, ly) =<br>_____    | 6. droll + (ly, ily) =<br>_____     | 9. edge + (wise, ly) =<br>_____           |
| 3. least + (wise, ward) =<br>_____  | 7. melodic + (ily, ally) =<br>_____ | 10. crafty + (ally, ly) =<br>_____        |
| 4. wind + (ways, ward) =<br>_____   |                                     |   |

**Spelling in Context**

Use context clues to determine which word from the Word Bank fits in each blank below.

The pitcher, who was known for his whimsical sense of humor, eyed the muscular batter and (1) \_\_\_\_\_ chuckled to himself. He turned his head (2) \_\_\_\_\_ to check the strength of the breeze and listened

**LESSON 24 continued**

as the stadium’s organist (3)\_\_\_\_\_ encouraged the crowd with an upbeat tune. He considered his options (4)\_\_\_\_\_ and chose a pitch that would surely surprise the batter. At last he delivered the pitch. The batter was (5)\_\_\_\_\_ baffled and failed even to swing at the ball.

**Proofreading Practice**

**Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.**

As spokesperson for the district attorney, Ikue Kyoto prepared for her press conference. She would have to outline the DA’s positions comprehensibly in order to avoid confusion. She would also have to speak memorably, choosing words and phrases that the reporters would include in their articles. However, Ms. Kyoto dreaded Robert Cross from the *Tribune*, who often asked questions craftily and then hardly let her get a word in edgewize. “Well,” she thought to herself drooly, “I could just end the conference quickly by pretending to faint.”

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_
4. \_\_\_\_\_

5. \_\_\_\_\_

**Spelling Application**

**Listed below are ten additional words that fit the patterns you have learned. Read each crossword puzzle clue. Then determine which word matches the clue and write the word in the squares provided.**

- afterward

leeward
- angrily

likewise
- annually

sideways
- grudgingly

supposedly
- hastily

tragically

- Across**
3. later

5. reluctantly

7. quickly

8. away from wind

9. laterally

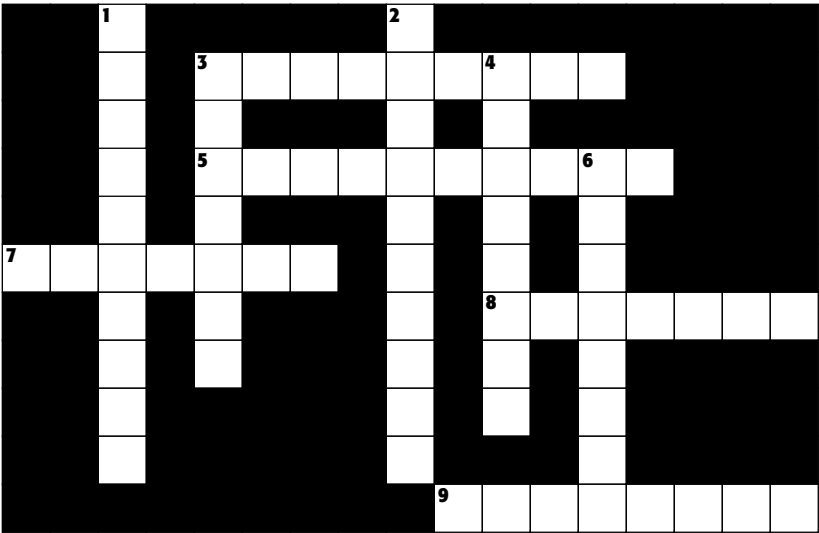
- Down**
1. allegedly

2. sadly

3. wrathfully

4. yearly

6. similarly



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# Spelling Power

## Unit 6 Review

### Lessons 21–24

Combine each word and suffix below. Then write the new word on the line provided.

- |                           |                           |
|---------------------------|---------------------------|
| 1. droll + ly = _____     | 6. melodic + ally = _____ |
| 2. outrage + ous = _____  | 7. mystery + ous = _____  |
| 3. anarchy + ist = _____  | 8. broad + en = _____     |
| 4. corrupt + ible = _____ | 9. logic + ian = _____    |
| 5. false + fy = _____     | 10. crafty + ly = _____   |

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line provided.

11. The armies of Alexander the Great were a nearly invinsible force in the ancient world. \_\_\_\_\_
12. The detective remained suspicious of the man's motive in discarding all of his diaries. \_\_\_\_\_
13. James packed his belongings into boxes before his evickion from the apartment. \_\_\_\_\_
14. The professor urged her students to express their thoughts comprehensably. \_\_\_\_\_
15. Terry's irrepresible enthusiasm caught on, and his teammates began to enjoy the game more. \_\_\_\_\_
16. The police interrupted our reveliry after receiving a complaint about the noise. \_\_\_\_\_
17. In the carnival's fun house, a mirror distorted Michael's smile into a hidious grin. \_\_\_\_\_
18. Women have struggled to achieve paraty with men in the salaries they receive for their work. \_\_\_\_\_
19. The mountain's windways face has become smoother than its protected side. \_\_\_\_\_
20. The lawyer's classic good looks added to his power of persuation. \_\_\_\_\_

In each set below, circle the word whose meaning is close to that of the capitalized word. Then write the word on the line provided.

- |                |            |             |       |
|----------------|------------|-------------|-------|
| 21. MELT       | falsify    | liquefy     | _____ |
| 22. IRONICALLY | dryly      | utterly     | _____ |
| 23. DISTURB    | agitate    | incinerate  | _____ |
| 24. FOCUS      | translate  | concentrate | _____ |
| 25. BURN       | invincible | incinerate  | _____ |

**Spelling Power**

**Proofreading Application**

**Lessons 21–24**

**Read the following interview between a reporter and an actor. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the interview.**

Joanne Armstrong: Antonio, tell us about the new play you star in.

Antonio Rodriguez: It's called *The Secret Ingredient*. I play a nuclear scientist who is involved in a moral struggle over the beneficial uses of nuclear fission versus the development of nuclear weapons that can cause hideous destruction and incinerate thousands of people in seconds.

JA: What is it about the play that has managed to electrify audiences since it opened?

AR: Well, I think the play's main strength is in its writing. The plot features complicated characters that range from the merely ambitious to the truly despicable. They engage in both subtle diplomacy and outrageous deception. There is even an anarchist to heighten the suspense. The lines of the script are crafted memorably and melodically.

JA: You really seem to enjoy acting in this play. What convinced you to take the part in the first place?

AR: It didn't take much persuasion. This role offered me a chance to broaden the scope of my career. I read the script and was utterly impressed. I believe that this play will enlighten a lot of people about the dangers of nuclear weapons. I think it has the power to agitate the audience and change some minds.

JA: Do you think we'll see a movie version of this play soon with you in the starring role?

AR: I'm not sure the play will translate well onto the big screen, but maybe it's just difficult for me to separate the script from my experience of it. I've heard that there may be a movie version in the near future. Leastways, that's the rumor.

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

**Spelling Power****Lesson 25: Common Greek Word Roots****Word Bank**

astronomical	cardiology	geneticist	logician	monomania
pediatrician	pedometer	philosophical	phonetic	synchronize

**Key Concepts**

A word root carries the central meaning of the word. Many word roots used in the English language originally came from Greek. Becoming familiar with these word roots will help you determine the meanings, spellings, and pronunciations of words that contain them.

- Here are a number of common Greek roots, their meanings, and words from the Word Bank that contain them. These word roots may appear in other words in different forms.

*astr/aster* = star, as in *astronomical*

*cardi* = heart, as in *cardiology*

*chron* = time, as in *synchronize*

*gen* = birth, race, as in *genetic*

*iatr* = medical care as in *pediatrician*

*log* = word, reason, as in *logician*

*logy* = study of, as in *cardiology*

*mania* = madness, as in *monomania*

*meter* = measure, as in *pedometer*

*ped* = child, as in *pediatrician*

*phil* = like or love, as in *philosophical*

*phon* = sound, as in *phonetic*

*soph* = wise, wisdom as in *philosophical*

- Greek word roots may be combined to create words.  
cardi + logy = cardiology  
philo + soph = philosophical
- Sometimes a suffix is added to a word root or a combination of word roots, as in *geneticist*, *pediatrician*, and *synchronize*.

**Spelling Practice**

In each case below, decide which word root should be added to make a word from the Word Bank. Then write the complete word on the line provided.

- |  |  |                                       |
|--|--|---------------------------------------|
| 1. (ped, log) + iatrician =<br>_____   | 5. (astr, mania) + onomical =<br>_____ | 8. (gen, meter) + eticist =<br>_____  |
| 2. (phon, phil) + etic =<br>_____      | 6. (log, chron) + ician =<br>_____     | 9. (ped, phil) + osophical =<br>_____ |
| 3. syn + (chron, ped) + ize =<br>_____ | 7. mono + (astr, mania) =<br>_____     | 10. pedo + (meter, soph) =<br>_____   |
| 4. (soph, cardi) + ology =<br>_____    |  |                                       |

**LESSON 25 continued**

**Spelling in Context**

Decide which word from the Word Bank is defined in each phrase below. Then write the word on the line provided.

1. a doctor who treats children  
\_\_\_\_\_
2. relating to speech sounds  
\_\_\_\_\_
3. a person who studies the reasoning process  
\_\_\_\_\_
4. to happen at the same time  
\_\_\_\_\_
5. a person who studies heredity  
\_\_\_\_\_

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Following a mild heart attack, my father began to take his health more seriously. He bought a pedommeter and began walking three miles every day. Although I was pleased that he had begun to care more about his health, I felt that his interest bordered on monnomania. He talked incessantly about cardiology and the philosophical differences between the doctors he had consulted. One doctor was a genetisist who stressed the inherited aspects of heart disease. From that time on, not a day went by that my father didn't warn me about the importance of a healthy life-style.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are ten additional words that fit the patterns you have learned. The words below the list are scrambled. Unscramble each word and write it on the line provided.

- |          |            |            |              |             |
|----------|------------|------------|--------------|-------------|
| cardiac  | chronicler | generation | geriatric    | logistics   |
| maniacal | megaphone  | pathology  | philharmonic | thermometer |
1. anerteoign  
\_\_\_\_\_
2. gosilctsi  
\_\_\_\_\_
3. rthemmeerto  
\_\_\_\_\_
4. acaimaln  
\_\_\_\_\_
5. ohatoyplg  
\_\_\_\_\_
6. hecicnolr  
\_\_\_\_\_
7. ricdaac  
\_\_\_\_\_
8. poehmgnae  
\_\_\_\_\_
9. alhihciprmnm  
\_\_\_\_\_
10. rteicgari  
\_\_\_\_\_

**Spelling Power****Lesson 26: Common Latin Word Roots****Word Bank**

attain	attribute	inconspicuous	manuscript	provocative
stagnate	transpose	turbulence	verification	versatile

**Key Concepts**

Many English words have their origins in Latin. Even today people study Latin, which is no longer a spoken language, because Latin helps them understand, spell, and pronounce English words.

1. Listed below are some common Latin roots and their meanings. These word roots may appear in different forms.
2. One or more suffixes may be added to a Latin word root to form a word, as in *stagnate*, *turbulence*, and *verification*.
3. A prefix may have been added to the word root to form a word, as in *transpose* and *attain*.
4. Both a prefix and a suffix may have been added, as in *attribute*, *inconspicuous*, *invalidate*, and *provocative*.
5. Word roots may have been combined to create words, as in *manuscript*.

<b>Root</b>	<b>Meaning</b>
<i>manu/man</i>	hand
<i>pon/pos/posit</i>	place
<i>script</i>	write
<i>spic</i>	look/see
<i>sta/stat</i>	stand
<i>tain/ten</i>	hold
<i>trib</i>	give
<i>turb</i>	confusion
<i>ver</i>	truth
<i>vers/vert</i>	turn
<i>voc/vok</i>	call

**Spelling Practice**

**Draw a line through the word in each set that is spelled incorrectly. Then write the word correctly.**

- |                                 |                                   |                                     |
|---------------------------------|-----------------------------------|-------------------------------------|
| 1. provokative      provocative | 5. manuscript      manuscript     | 8. transepois      transpose        |
| _____                           | _____                             | _____                               |
| 2. stagnate      stagate        | 6. turbulence      turbulence     | 9. atribute      attribute          |
| _____                           | _____                             | _____                               |
| 3. verscetile      versatile    | 7. verification      verefication | 10. inconspicuos      inconspicuous |
| _____                           | _____                             | _____                               |
| 4. attane      attain           |                                   |                                     |
| _____                           |                                   |                                     |

**LESSON 26 continued**

**Spelling in Context**

Complete each sentence below with the correct word from the Word Bank.

- 1. During the airplane ride, thunderstorm activity caused \_\_\_\_\_.
- 2. The movie star tried to be \_\_\_\_\_, but she was recognized regardless.
- 3. Rami wrote a(n) \_\_\_\_\_ editorial about cheating that was published in the school newspaper.
- 4. The \_\_\_\_\_ that made Noam best suited to the job was his patience with children.
- 5. My grandmother says that a person who doesn't continue to learn will \_\_\_\_\_.

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Jack had an unfortunate tendency to transpose numbers when he rang up sales. For example, if an item cost \$12.99, he might ring it up as \$21.99. His boss then had to invaliddade many of his sales because customers often asked for veriffication of the amounts they were charged. Despite this problem, Jack was able to ataine a responsible position in the company. His boss realized that Jack was adept at editing advertising copy and that he was a verscatille and extremely capable employee as long as he wasn't responsible for tasks involving numbers.

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are five additional words with Latin roots. Find the words in the word maze and circle them. Then on the lines below, write the word from the maze that contains each root.

imposition

obtain

revoke

tributary

verity

n f e r u m z d e y a l v r

i r n o i t i s o p m i e r

a s t r i b u t a r y u r n

t c t a k p t e s x p b i l

b l s r e v o k e e v k t b

o i e i f j r n u s d m y g

1. pos

2. tain

3. trib

4. ver

5. vok

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Spelling Power****Lesson 27: The Word Roots *cede/ceed/ces* and *ceive/cept*****Word Bank**

accessible	concede	conceivable	deception	perception
precedent	recessive	succeed	successor	unexceptional

**Key Concepts**

Some word roots, which contain the basic meanings of words, can stand alone, while others become words only with the addition of prefixes or suffixes. The Latin word roots *cede/ceed/ces* and *ceive/cept* are found in many English words. Recognizing these word roots and knowing their meanings will help you understand and spell the words that contain them. The word root *cede/ceed/ces* mean "go." The word root *ceive/cept* means "take."

1. The word root *cede* and its variant *ceed* are both pronounced \sēd\. The root *cede* is used in words such as *concede*.
2. When a suffix that begins with a vowel is added to a word that ends in *cede*, the final *e* is dropped, as in *precedent*.
3. *Ceed* is used in only a few words, such as *exceed*, *proceed*, and *succeed*.
4. *Ces* is a variation of *cede/ceed* that is used in many nouns and adjectives, such as *accessible*, *recessive*, and *successor*.
5. The root *cept/ceive* follows prefixes, as in *deception*, *perception*, and *unexceptional*.
6. When a suffix that begins with a vowel is added to a word that ends in *ceive*, the final *e* is dropped, as in *conceivable*.

**Spelling Practice**

**Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.**

- |                                      |  |  |
|--------------------------------------|--|--|
| 1. recessive<br>conceivable<br>_____ | 5. unacceptonal<br>perception<br>_____ | 8. conceivable<br>perseption<br>_____  |
| 2. sucseor<br>deception<br>_____     | 6. successor<br>deseption<br>_____     | 9. unexceptional<br>resessive<br>_____ |
| 3. accessible<br>succede<br>_____    | 7. accessable<br>concede<br>_____      | 10. preceedent<br>succeed<br>_____     |
| 4. consede<br>precedent<br>_____     |  |  |

LESSON 27 continued

Spelling in Context

Use context clues to determine which word from the Word Bank fits in each blank below. Then write the word on the line provided.

Colleen was glad that she had inherited the (1) \_\_\_\_\_ gene for red hair. It was (2) \_\_\_\_\_ that she could have inherited a more dominant gene, as had her siblings, who in her (3) \_\_\_\_\_ were rather (4) \_\_\_\_\_ in their appearance. However, Colleen sometimes enjoyed the harmless (5) \_\_\_\_\_ of wearing a dark wig.

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

As the results of the election came in, Sasha realized that she would have to consede defeat to Greg. She was reluctant to give up her seat as a town council member, but she knew that Greg would be a capable successor. His plan to make the local private school acessable to all students, regardless of economic background, would set a presedent. She hoped Greg would succede.

1. \_\_\_\_\_
3. \_\_\_\_\_
5. \_\_\_\_\_
2. \_\_\_\_\_
4. \_\_\_\_\_

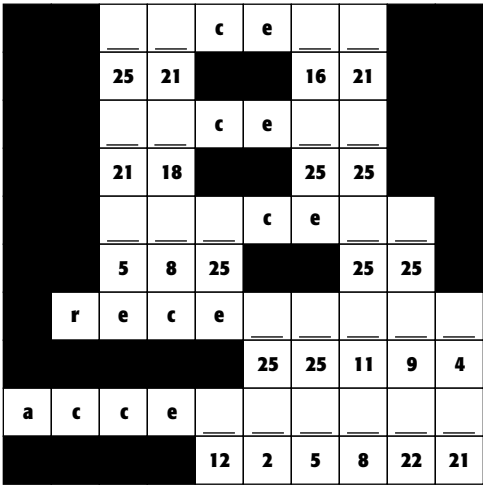
Spelling Application

Listed below are five additional words that contain the word roots you have learned. Some of the letters have been provided in the word pyramid. Use the code to find the missing letters and build the pyramid. Then write the words on the lines below.

abscess                      acceptable                      excess                      recession                      secede

**CODE**  
a=5, b=8, c=13, d=16, e=21, f=24, g=3, h=6, i=11, j=14, k=19, l=22, m=1, n=4, o=9, p=12, q=17, r=20, s=25, t=2, u=7, v=10, w=15, x=18, y=23, z=26

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**Spelling Power****Lesson 28: Compound Words****Word Bank**

catlike	check-in	courthouse	forest green	most-used
mother-in-law	problem solving	self-sufficient	short-handed	write-up

**Key Concepts**

Compound words consist of two or more words that have been combined in some way. There are three types of compound words. A solid compound is made up of words that are spelled as one word without a hyphen. An open compound is made up of words that are linked in meaning but are spelled as two or more separate words. A hyphenated compound is made up of two or more words that are joined by one or more hyphens. The spelling of compound words may differ depending on their location or use within a sentence. Keep the following patterns in mind when spelling compound words.

- Most compound nouns that end in *ache*, *book*, or *house* are solid, as in *courthouse*.
- Compound nouns that end with *off*, *out*, or *up* are usually solid. An exception is *write-up*.
- Compound nouns made up of a noun + gerund (the *-ing* form of a verb) are usually written open, as in *problem solving*. Compound nouns that are not in the dictionary are open.
- Compound nouns that end with *in* are hyphenated, as in *check-in*.
- Compound nouns that describe family relationships and use the words *great* or *in-law* are hyphenated, as in *mother-in-law*. Compound nouns that use the word *grand* are solid.
- Compound adjectives that end with the suffix *-like* are usually solid, as in *catlike*.
- Compound adjectives for most colors, such as *forest green*, are open unless the compound is made up of two colors of equal importance, such as *blue-green*.
- Most compound adjectives that begin with *self* and *all* are hyphenated, as in *self-sufficient*.
- Compounds that consist of an adjective plus the *-ed* form of a verb are usually hyphenated when they precede the noun, as in a *most-used bicycle* and a *short-handed staff*.

**Spelling Practice**

**Draw a line through the word or phrase in each set below that is spelled incorrectly. Then write the word correctly.**

- |                          |                       |       |
|--------------------------|-----------------------|-------|
| 1. forest-green carpet   | forest green carpet   | _____ |
| 2. cat-like movements    | catlike movements     | _____ |
| 3. self-sufficient child | self sufficient child | _____ |
| 4. short-handed store    | short handed store    | _____ |
| 5. most-used shirt       | most used shirt       | _____ |
| 6. court-house           | courthouse            | _____ |
| 7. newspaper write-up    | newspaper writeup     | _____ |

**LESSON 28 continued**

- |                     |                 |       |
|---------------------|-----------------|-------|
| 8. hotel check-in   | hotel checkin   | _____ |
| 9. mother-in-law    | mother in law   | _____ |
| 10. problem-solving | problem solving | _____ |

**Spelling in Context**

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.

- |  |       |
|--|-------|
| 1. The writeup in the newspaper praised the concert.                         | _____ |
| 2. One who understands problemsolving techniques is an asset to the company. | _____ |
| 3. Amy's mother in law makes the best chocolate cake I have ever tasted.     | _____ |
| 4. We were short handed at work today so we had to stay until six o'clock.   | _____ |
| 5. Ivy moved with cat like grace across the stage.                           | _____ |

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Checkin time at the hotel is three o'clock. My group will be easy to recognize in our forest-green shirts. Since this is our most used outfit, you will see it often as we tour. Our first stop is the county court house. Next we will eat dinner at a local restaurant and then return to the hotel. I think the stu-dents are selfsufficient and responsible enough to handle an evening without a scheduled activity. I look forward to seeing you and your students.

- |          |          |          |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ |          |

**Spelling Application**

Listed below are ten additional words that fit the patterns you have learned. Below the list, the words are scrambled. Unscramble each word and write it correctly on the line provided.

- |               |              |               |           |             |
|---------------|--------------|---------------|-----------|-------------|
| all-inclusive | breakthrough | castoff       | childlike | gray-haired |
| handbook      | printout     | self-employed | toothache | warehouse   |

- |                 |       |                   |       |
|-----------------|-------|-------------------|-------|
| 1. tgobehraukhr | _____ | 6. hcahtoeto      | _____ |
| 2. safoctf      | _____ | 7. uohweares      | _____ |
| 3. elcidkihl    | _____ | 8. ygar-rahied    | _____ |
| 4. utopnitr     | _____ | 9. lesf-yodelpe   | _____ |
| 5. akhbodno     | _____ | 10. lal-svcluieni | _____ |

**Spelling Power****Unit 7 Review****Lessons 25–28**

**In each sentence below, find the misspelled word circle it. Then write its correct spelling on the line provided.**

1. Because the queen had no children, we wondered who her successor would be. \_\_\_\_\_
2. The phonetick spelling of many words differs from the standard spelling. \_\_\_\_\_
3. The disgruntled candidate was forced to conceed the election when her opponent's victory became obvious. \_\_\_\_\_
4. I atribute my success in the business world to my straightforward manner. \_\_\_\_\_
5. The odds against your winning the state lottery are astronomical. \_\_\_\_\_
6. Our class took a field trip to the local court-house as part of our study of the judicial system. \_\_\_\_\_
7. We decided to paint the house light beige with forest-green shutters. \_\_\_\_\_
8. We are shorthanded at work, so we have decided to hire a temporary employee. \_\_\_\_\_
9. The checkin counter is in the lobby of the motel. \_\_\_\_\_
10. Maria, who was "it" in the game of hide-and-seek, crept up on Julia's hiding place with cat like stealth. \_\_\_\_\_

**Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.**

- |                  |                 |       |
|------------------|-----------------|-------|
| 11. monnomanya   | catlike         | _____ |
| 12. sincronize   | astronomical    | _____ |
| 13. monomania    | deseption       | _____ |
| 14. vercetile    | verification    | _____ |
| 15. terbulence   | pedometer       | _____ |
| 16. provocative  | inconspicuous   | _____ |
| 17. mother inlaw | conceivable     | _____ |
| 18. resessive    | succeed         | _____ |
| 19. precedant    | self-sufficient | _____ |
| 20. unexeptional | manuscript      | _____ |

**Spelling Power**

**Proofreading Application**

**Lessons 25–28**

**Read the business letter below. Find the twenty misspelled words and circle them. Then write the correct spellings of the words on the lines below the letter.**

Dear Mr. Miller:

Thank you for submitting your mannuscript, *A Guide to Problem-Solving in Daily Life*. Although the text has great potential, there are several problems that must be addressed before it is suitable for publication. I want to take this opportunity to present you with a writeup of my recommendations.

In the first chapter, you suggest that problems be addressed the way a logisian attacks a proof. This method may be sound, but it is not acessible to the average reader. The text must succede in capturing the reader's interest within the first few pages. I recommend that you save philasophical observations for later in the book and offer some concrete, real-world examples early on. This is a more pravocotive approach that will give the reader the accurate persepction that the book is useful.

A similar problem with your approach occurs in the chapter on solving health-related problems in which you quote several doctors on the origins of various health problems. While a pediatriitian is a familiar figure for most readers, a genetisist is not, and comments from one are likely to be more confusing than helpful—particularly if the reader has no means of verifycation for the facts cited. I would recommend that you transpose the sections within the chapter. Once again, start with some concrete advice on how to attane maximum health—for example, you suggest using a peddometer while walking to ensure a sound workout—before getting into pathology or advances in cardialogy.

If these minor problems are corrected, it is concevable that this book could become one of the mostused guides for those who wish to become more self sufficient in addressing their day-to-day problems. If you submit a revised version of this text, I will give it serious consideration.

Sincerely,  
Jeanne Wu, Editor in Chief

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |

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**Spelling Power****Lesson 29: Synonyms****Word Bank**celebrated / famed  
motivation / stimulusgenerosity / magnanimity  
rigid / taut

humiliation / mortification

**Key Concepts**

Synonyms are words that have similar meanings. The differences in their meanings are only slight. Knowing each synonym's meaning, its connotation, and the context in which it is to be used will help you select the best synonym.

- Celebrated* and *famed* both mean "famous." *Famed* means "widely known." *Celebrated* connotes someone or something that has received high praise or special honor.
- Generosity* and *magnanimity* both mean "a willingness to give of oneself and one's possessions." These words can usually be used interchangeably.
- Humiliation* and *mortification* mean "a state of severe shame or embarrassment." *Humiliation* suggests a deeper loss of self-respect. *Mortification* connotes that the self-consciousness lasts for a shorter time.
- Motivation* and *stimulus* both mean "something that causes action." *Motivation* connotes an inner drive. *Stimulus* suggests a specific event or information that creates an action.
- Rigid* and *taut* mean "stiff, tight." *Rigid* suggests something that is not flexible. *Taut* connotes something that has been stretched tightly.

**Spelling Practice**

In each set below, circle the word whose meaning is close to the meaning of the capitalized word. Then write the word on the line provided.

- |                   |             |               |       |
|-------------------|-------------|---------------|-------|
| 1. GENEROSITY     | humiliation | magnanimity   | _____ |
| 2. CELEBRATED     | famed       | stimulus      | _____ |
| 3. TAUT           | generosity  | rigid         | _____ |
| 4. HUMILIATION    | magnanimity | mortification | _____ |
| 5. STIMULUS       | motivation  | taut          | _____ |
| 6. FAMED          | rigid       | celebrated    | _____ |
| 7. MAGNANIMITY    | generosity  | motivation    | _____ |
| 8. RIGID          | famed       | taut          | _____ |
| 9. MOTIVATION     | humiliation | stimulus      | _____ |
| 10. MORTIFICATION | rigid       | humiliation   | _____ |

**LESSON 29 continued**

**Spelling in Context**

In each sentence below, find the misspelled word and circle it. Then write its correct spelling on the line.

1. The music teacher showed how to tighten a drum’s skin until it was taught. \_\_\_\_\_
2. Lori felt a great sense of mortafication when she fell on the ice. \_\_\_\_\_
3. My professor’s maganamity was so great that he named me coauthor of his article. \_\_\_\_\_
4. The thought of extra money was my stimulas to work overtime. \_\_\_\_\_
5. The selebrated author will be touring to promote his new book. \_\_\_\_\_

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

Mrs. Bellows, whose generocidy had provided the funding for the microbiological research, was as angry as she had ever been. When the faimed scientist entered her office, he knew from her riggid pose and blazing eyes that he was in serious trouble. Mrs. Bellows demanded that he explain what motivasion he could possibly have had for falsifying the information in his report. She added that the deep humileation he would feel if news of the scandal reached the public would be only the beginning of his troubles.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are five additional pairs of synonyms. Below the list are scrambled forms of the words. Unscramble each word and write it correctly on the line provided.

- bear / endure      keepsake / relic      outburst / outpouring      serenity / tranquility      subtle / understated
1. tesbul      \_\_\_\_\_      6. ttldrueaens      \_\_\_\_\_
2. clire      \_\_\_\_\_      7. reisnty      \_\_\_\_\_
3. unrede      \_\_\_\_\_      8. uubtrtso      \_\_\_\_\_
4. qltytaiirun      \_\_\_\_\_      9. seekkpae      \_\_\_\_\_
5. groptniuou      \_\_\_\_\_      10. arbe      \_\_\_\_\_



**Spelling Power****Lesson 30: Antonyms****Word Bank**

abstract / concrete

adverse / favorable

agitated / serene

concentrated / scattered

exclusive / inclusive

**Key Concepts**

Antonyms are words that have opposite meanings. In some cases, a negative prefix, such as *dis-*, *in-*, *non-* or *un-*, has been added to a word to form its antonym. When a word's antonym is not obvious, clues to the meaning of the word may be found through word analysis, context clues, or the word's definition. Try to visualize these words as you learn to spell them.

- |  |   |
|--|---|
| <p>1. <i>abstract</i>: existing only in concept and not in reality<br/><i>concrete</i>: existing in reality</p> <p>2. <i>adverse</i>: harmful<br/><i>favorable</i>: helpful</p> <p>3. <i>agitated</i>: excited<br/><i>serene</i>: calm</p> | <p>4. <i>concentrated</i>: focused on a common center<br/><i>scattered</i>: spread out</p> <p>5. <i>exclusive</i>: keeping out of the whole<br/><i>inclusive</i>: bringing into the whole</p> |
|--|---|

**Spelling Practice**

In each set below, circle the word whose meaning is opposite the meaning of the capitalized word. Then write the word on the line provided.

- |                 |              |              |       |
|-----------------|--------------|--------------|-------|
| 1. CONCENTRATED | abstract     | scattered    | _____ |
| 2. FAVORABLE    | adverse      | concentrated | _____ |
| 3. EXCLUSIVE    | serene       | inclusive    | _____ |
| 4. AGITATED     | favorable    | serene       | _____ |
| 5. CONCRETE     | abstract     | agitated     | _____ |
| 6. ADVERSE      | favorable    | concrete     | _____ |
| 7. SCATTERED    | concentrated | inclusive    | _____ |
| 8. ABSTRACT     | scattered    | concrete     | _____ |
| 9. INCLUSIVE    | adverse      | exclusive    | _____ |
| 10. SERENE      | exclusive    | agitated     | _____ |

**LESSON 30 continued**

**Spelling in Context**

Complete each sentence with the correct word from the Word Bank.

- 1. The conductor wanted to make the chorale more \_\_\_\_\_ of the community.
- 2. All of the candidate’s resources were \_\_\_\_\_ on winning the support of the farmers.
- 3. Because the weather conditions have been \_\_\_\_\_, this year’s orange crop should be tops.
- 4. Jo’s idea for a solar-powered car was so \_\_\_\_\_ that no plan could be drawn.
- 5. When Gordon returned from his relaxing vacation, his face looked quite \_\_\_\_\_.

**Proofreading Practice**

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

At the board of directors’ meeting, Darcy became quite agitated by the most recent sales reports. She noted the advurse business conditions. She asked if anyone had a concreet proposal to improve sales. Pablo recommended that effort be concentratied on two or three of their best-sellers, exclusive of all other products.

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_

**Spelling Application**

Listed below are three additional pairs of antonyms. Read each crossword puzzle clue. Then determine which word matches the clue and write it in the squares provided.

compliance / defiance

compromising / inflexible

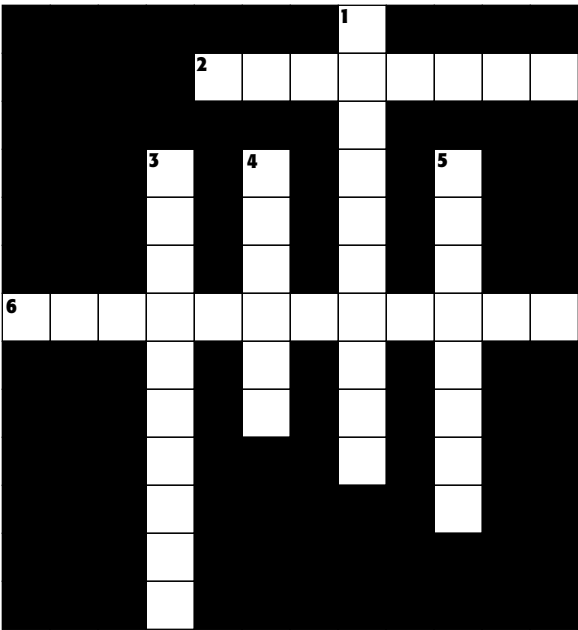
download /upload

**Across**

- 2. to transfer data from another computer to yours
- 6. bending

**Down**

- 1. stiff
- 3. submission
- 4. to transfer data from your computer to another
- 5. resistance



**Spelling Power****Lesson 31: Words Often Confused****Word Bank**

anecdote / antidote

chafe / chaff

confidently / confidentially

luxuriant / luxurious

marital / martial

**Key Concepts**

There are many words in the English language that are easily confused. Usually the confusion occurs when words have similar spellings or pronunciations or because they are homonyms. Become familiar with these word pairs so that you will be able to use them correctly.

- anecdote*: a short, often funny, personal story  
*antidote*: a remedy used to counteract a poison
- chafe*: to wear away or irritate by rubbing  
*chaff*: wheat husks or anything worthless, to joke with good-naturedly
- confidently*: boldly, assuredly  
*confidentially*: with trust and an expectation of secrecy or privacy
- luxuriant*: fruitful, growing in abundance  
*luxurious*: splendid, rich, comfortable
- marital*: having to do with marriage  
*martial*: warlike

**Spelling Practice**

In each set below, circle the word whose meaning is close to the meaning of the capitalized word. Then write the word on the line provided.

- |                        |             |                |       |
|------------------------|-------------|----------------|-------|
| 1. IRRITATE            | chafe       | chaff          | _____ |
| 2. WARLIKE             | marital     | martial        | _____ |
| 3. STORY               | anecdote    | antidote       | _____ |
| 4. SPLENDID            | luxuriant   | luxurious      | _____ |
| 5. PRIVATELY           | confidently | confidentially | _____ |
| 6. REMEDY              | anecdote    | antidote       | _____ |
| 7. OF MARRIAGE         | marital     | martial        | _____ |
| 8. SOMETHING WORTHLESS | chafe       | chaff          | _____ |
| 9. LUSH                | luxuriant   | luxurious      | _____ |
| 10. BOLDLY             | confidently | confidentially | _____ |

**LESSON 31 continued**

**Spelling in Context**

Complete each sentence below with the correct word from the Word Bank.

- 1. When the \_\_\_\_\_ gardens are in full bloom, the rainbows of colors are breathtaking.
- 2. I wish I could share the full details with you, but I was told them \_\_\_\_\_.
- 3. The guest of honor told the audience a very funny \_\_\_\_\_ about how she got her first job.
- 4. Researchers are looking for more efficient ways for farmers to separate grain from \_\_\_\_\_.
- 5. During the rebellion, the general established \_\_\_\_\_ law.

**Proofreading Practice**

Read the paragraph below. Find the five misused words and circle them. Then write the correct spellings.

At their anniversary party, the couple was asked how they accounted for fifty years of martial bliss. They said, "Talk and travel. Don't let disagreements chaff at you until you are completely irritated with each other. Address problems confidentially, knowing that your love can see you past any disagree-ments. And don't let your marriage get stale. We find that travel is the best anecdote to boredom. Every year we try to go one place that's luxuriant, where we get treated like royalty."

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

**Spelling Application**

Listed below are five additional pairs of commonly confused words. Complete the crossword puzzle.

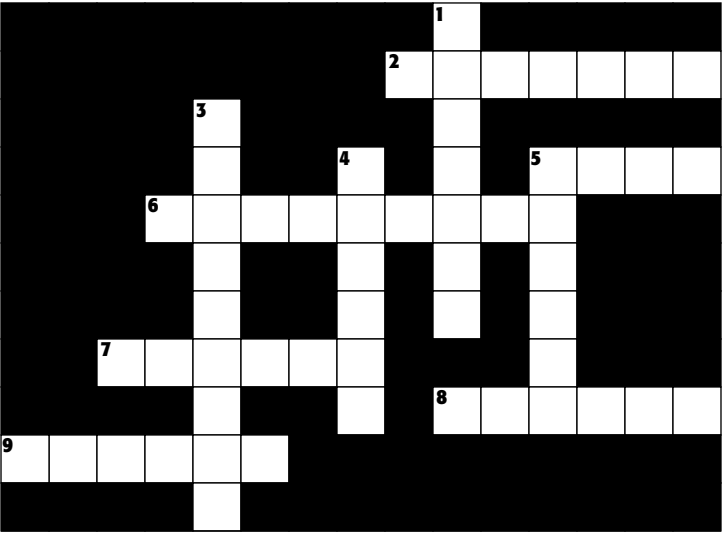
censor / censure    decree / degree    mean / median    persecute / prosecute    reality / realty

**Across**

- 2. the state of being actual
- 5. average of all values
- 6. to bring legal proceedings against
- 7. an official order
- 8. ban
- 9. land and homes

**Down**

- 1. criticize
- 3. harass constantly
- 4. step or stage
- 5. central point where half is on one side, half on the other



**Spelling Power****Lesson 32: Words Often Misspelled****Word Bank**

auxiliary	contemptible	dilemma	implement	indispensable
legitimate	liability	medieval	optimistic	tyranny

**Key Concepts**

Some words pose spelling problems for many people. The words may have double consonants or unusual vowel combinations, or they may not fit common spelling patterns. This lesson covers some of the words most often misspelled. Visualize these words as you study them and commit them to memory.

- Words that end in the suffixes *-ible*, as in *contemptible*, and *-able*, as in *indispensable*, are often misspelled because their endings sound the same.
- Words that have double consonants, such as *dilemma* and *tyranny*, are often misspelled as single consonants.
- Some words have several correct pronunciations. Because the second *i* in *auxiliary* may or may not be pronounced, this word is often misspelled.
- Many words contain a schwa \ə\ sound that could be spelled in various ways, as in *implement*, *legitimate*, *liability*, and *optimistic*.
- Some words have unusual vowel combinations, as in *medieval*.

**Spelling Practice**

**Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.**

- |                   |               |       |
|-------------------|---------------|-------|
| 1. dillema        | dilemma       | _____ |
| 2. liability      | liebilaty     | _____ |
| 3. optimistic     | optamistic    | _____ |
| 4. auxillary      | auxiliary     | _____ |
| 5. legitamate     | legitimate    | _____ |
| 6. tyranny        | tyrrany       | _____ |
| 7. contemptable   | contemptible  | _____ |
| 8. midevil        | medieval      | _____ |
| 9. implement      | impliment     | _____ |
| 10. indispensable | indispensible | _____ |

LESSON 32 continued

Spelling in Context

Decide which word from the Word Bank is defined in each phrase below. Then write the word on the line.

1. hopeful, thinking the best  
\_\_\_\_\_
3. additional, supplementary  
\_\_\_\_\_
5. problem involving two unfavorable choices  
\_\_\_\_\_
2. drawback  
\_\_\_\_\_
4. necessary, essential  
\_\_\_\_\_

Proofreading Practice

Read the paragraph below. Find the five misspelled words and circle them. Then write the correct spellings of the words on the lines below the paragraph.

In midevil times, Europe was divided into many small kingdoms. Some of the kings were contemptable men who came to power by leading rebellions against legitemate rulers. Once in power, the kings would implament policies that added to their own wealth at the expense of their subjects. Ironically many kings would find their rule of tyrrany ended when they were overthrown by yet another rebel leader.

1. \_\_\_\_\_
3. \_\_\_\_\_
5. \_\_\_\_\_
2. \_\_\_\_\_
4. \_\_\_\_\_

Spelling Application

Listed below are five additional words that fit the patterns you have learned. Use the code to find the missing letters and build a word pyramid. Then write the words on the lines.

complexion      enthusiastic      irresistible      sincerely      vicinity

CODE

a=22, b=5, c=14, d=23, e=6, f=15, g=24, h=7,  
i=16, j=25, k=8, l=17, m=26, n=9, o=18, p=1,  
q=10, r=19, s=2, t=11, u=20, v=3, w=12, x=21,  
y=4, z=13

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

		3	16	14	16	9	16	11	4		
		2	16	9	14	6	19	6	17		4
	14	18	26	1	17	6	21	16	18	9	
6	9	11	7	20	2	16	22	2	11	16	14
16	19	19	6	2	16	2	11	16	5	17	6

# Spelling Power

## Unit 8 Review

### Lessons 29–32

In each sentence below, find the misspelled or misused word and circle it. Then write the correct spelling or correct word on the line provided.

- |  |   |  |
|--|---|--|
| 1. Weather and wind conditions look favorable for those who want to go sailing.<br>_____       | 5. Because Mr. Bradford's lectures were often too abstrakt, students were losing interest.<br>_____ | 9. The art teacher showed the silk-screening class how to stretch the fabric taught across the frame.<br>_____ |
| 2. Derek's parents had riggid rules about how late he could stay up on school nights.<br>_____ | 6. My dad and our neighbor chafe each other about their golf games.<br>_____                        | 10. When Luisa saw the messy kitchen, she became extremely agitated.<br>_____                                  |
| 3. That woolen scarf began to chaff my neck.<br>_____  | 7. The novel's antagonist was a study in contemtable behavior.<br>_____                             |  |
| 4. Downtown merchants hoped that free parking would be a stimulas to trade.<br>_____           | 8. The survey contained questions about age, martial status, and income.<br>_____                   |  |

Read each statement below about synonyms, antonyms, and words that are often confused or misspelled. Then on the lines provided, write the italicized word or words spelled correctly so that the statement is true.

- |   |       |
|---|-------|
| 11. The word <i>humiliashun</i> means "a state of shame."       | _____ |
| 12. The word <i>inclusiv</i> means "keeping out of the whole."  | _____ |
| 13. The word <i>martial</i> means "having to do with marriage." | _____ |
| 14. The word <i>tyrrany</i> has double consonants.              | _____ |
| 15. The suffix for <i>indispensible</i> is <i>-able</i> .       | _____ |

Draw a line through the word in each set below that is spelled incorrectly. Then write the word correctly.

- |                                       |   |                                    |
|---------------------------------------|---|------------------------------------|
| 16. luxeriant      luxuriant<br>_____ | 18. mortification      mortafication<br>_____ | 20. mideval      medieval<br>_____ |
| 17. dillema      dilemma<br>_____     | 19. serene      cerene<br>_____               |                                    |

**Spelling Power**

**Proofreading Application**

**Lessons 29–32**

**Read the profile below. Find the twenty misspelled words and circle them. Then write the correct spelling for each word on the lines below the profile.**

*First Things First: A Local Profile*

Several public service organizations learned yesterday that through the magnamimity of Eulalie Van du Rock, their latest funding proposals have been approved. The faimed artist established a foundation several years ago to support community organizations. The generosaty of Mrs. Van du Rock—long celabrated in the arts community for her work as an abstract painter—extends well beyond financial support, as she spends many hours as a volunteer for local service organizations.

In a recent interview with Mrs. Van du Rock from the luxuriant home where she has lived most of her life, she discussed the motivasion for her good works. She recalled the antidote she had first heard as a child about the hungry man who came into the marketplace every day looking for food. Finally one of the vendors, who had been providing him with food that had not sold the day before, took the man to the nearby lake, gave him a fishing pole, and showed him how to use it. The man never came looking for food again. It was the classic story of “Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime.”

Mrs. Van du Rock added, “I’ve always been optamistic that I can make a difference in this world. I was well educated, given the tools to confidentially face any situation that life threw at me. I was very lucky that I never had to worry about money.

“When the foundation first started, our donations were scattered among organizations all over the country. Now they’re concintrated locally. We look at proposals from any legitemate organization that has concreet plans for community action.

“I think our community should be an exclusive one, a community in which everyone can participate fully. But many people in our community face advurse conditions every day of their lives without the tools to overcome them. Not having a good education or adequate training is a genuine lyability in our society.

“If my foundation can provide the resources to help local organizations implament training programs, then it has provided an anecdote for some of the ills in our community. We’ve even started up an auxillary unit of the foundation to provide basic job-training classes. And, confidently, I gain far more pleasure from this work than I ever have attending gallery openings and grand parties.”

- |          |           |           |
|----------|-----------|-----------|
| 1. _____ | 8. _____  | 15. _____ |
| 2. _____ | 9. _____  | 16. _____ |
| 3. _____ | 10. _____ | 17. _____ |
| 4. _____ | 11. _____ | 18. _____ |
| 5. _____ | 12. _____ | 19. _____ |
| 6. _____ | 13. _____ | 20. _____ |
| 7. _____ | 14. _____ |           |